

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Office of Academics
Bureau of Standards, Curriculum and Instruction

Mathematics and Science Partnership
Grant Program

REQUEST FOR PROPOSALS

2013-2015



STATUTE: Local Competitive Grant under PL 107-110, Title II, Part B, Sec. 2201, 2202, and 2203 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

PURPOSE: To support partnerships among state education agencies, local school districts and institutions of higher education to improve student achievement in mathematics and science through sustained professional development programs that enhance teachers' content knowledge and teaching practices

RFP Published: October 9, 2013

Notice of Intent to Apply Due: November 1, 2013

Full Proposals Due: November 22, 2013

Anticipated Award Notification: December 2013

Project Period: 18 months, including summer 2014 and summer 2015

RFP 976



Stefan Pryor
Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, Connecticut 06457
(860) 807-2071.
levy.gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Table of Contents

	Page
I. BACKGROUND	
Overview of the Title IIB Mathematics and Science Partnership Program	1
Purpose of the MSP Program	1
Guiding Principles of the MSP Program	2
Goals of Connecticut’s MSP Program.....	3
Connecticut’s 2013-2015 Project Priorities.....	4
General Project Requirements	5
II. PARTNERSHIPS	
Eligibility	6
Definition of High Need	6
Equitable Participation for Private Schools.....	7
Partnership Structure and Management.....	7
CSDE Program Oversight.....	9
III. FISCAL INFORMATION	
Amount Available for Distribution.....	9
Project Periods 2013-2015.....	9
Allowable Expenditures.....	10
IV. APPLICATION SUBMISSION REQUIREMENTS	
Application Format.....	11
Application Component Checklist.....	12
Important Dates	13
Bidders’ Teleconference.....	13
Bidders’ Teleconference Registration Form.....	14
Notice of Intent to Apply.....	15
V. APPLICATION TEMPLATE	
Cover Page.....	17
Project Abstract Instructions.....	18
Project Abstract Template	19
Budget Form ED 114 Worksheet-Mathematics-Phase 1	20
Budget Form ED 114 Worksheet-Science-Phase1	21
Annotated Budget Narrative	22
Proposal Section I – Needs Assessment	26
Proposal Section II – Project Goals and Objectives	28
Proposal Section III – Partnership Commitment	29
Proposal Section IV – PD Program Design and Quality	34
Proposal Section V – Project Capacity, Management and Sustainability.....	38
Proposal Section VI – Project Evaluation and Research Plan.....	41
APPLICATION REVIEW CRITERIA, AWARD TERMS AND CONDITIONS.....	42
APPENDICES A THROUGH K.....	47

MATHEMATICS AND SCIENCE PARTNERSHIP GRANT PROGRAM REQUEST FOR PROPOSALS 2013-2015

I. BACKGROUND

OVERVIEW OF TITLE IIB MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

The Mathematics and Science Partnership (MSP) grant is a federal program funded under Title II, Part B, of the *Elementary and Secondary Education Act* and administered by the U.S. Department of Education (ED). The program is intended to increase the academic achievement of K-12 students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

The Connecticut State Department of Education (CSDE) is responsible for administering a competitive grant program that makes awards to partnerships among “high-need” local education agencies (LEAs) and the science, technology, engineering or mathematics (STEM) faculty in institutions of higher education (IHEs). Other partners may include other LEAs, IHE faculty from the School of Education, regional educational service centers (RESCs), magnet schools, charter schools, private or independent schools, business and industry, and nonprofit or for-profit organizations with expertise in leading improvement efforts in mathematics or science education.

PURPOSE OF THE MSP PROGRAM

The MSP Program is designed to promote mutually beneficial, collaborative partnerships between IHEs and K-12 LEAs. These partnerships are intended to:

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

MSP partnerships have a goal of improving student achievement by:

- Creating opportunities for intensive and ongoing professional development that improves the **subject matter knowledge** of K-12 teachers and the teaching skills of IHE faculty and K-12 teachers;
- Advancing **strong teaching skills** for mathematics and science **teachers and teacher educators** by focusing on teaching methods with strong evidence of effectiveness; and
- Establishing and operating mathematics and summer workshops or institutes in addition to on-going professional learning opportunities during the school year.

GUIDING PRINCIPLES OF THE MSP PROGRAM

The MSP Program is characterized by the following core principles:

- *Meaningful Partnerships* - Strong partnerships are those in which IHEs, LEAs and state education agencies (SEAs) share responsibility for planning and implementing PD projects that benefit all partners. STEM faculty and education specialists jointly plan and facilitate the PD program together with LEA leaders and participating teachers so that content and pedagogy are accessible, meaningful and useful to teachers in all the partner districts. School principals are vital partners in establishing and supporting the enactment of project goals and outcomes.
- *Needs-based* – The MSP Program is intended to fund STEM improvement initiatives whose goals and intended outcomes are based upon the specific instructional challenges faced by partner schools and districts. A meaningful and multifaceted assessment of the status of teaching and learning of mathematics and science in the partner LEAs forms the basis for setting goals and planning the program of MSP PD.
- *Institutional Change* - Successful partnerships often yield institutional reforms such as on-going collaborations between IHEs and LEAs around student attainment of college- and career-ready standards, professional learning communities, IHE faculty engagement in improving teacher preparation programs and courses, or new degree programs.
- *Rigor* - MSP PD is rigorous in terms of (i) the depth of content and pedagogy addressed, (ii) the duration and format of the professional learning experiences, and (iii) the expected impacts on teaching practices and student achievement. Deep exploration of select, critical concepts over time is considered more rigorous and effective than superficial treatment of many topics or isolated one-day workshops.
- *Evidence-based* - MSP PD facilitators are expected to integrate standards-based academic content with evidence-based strategies for teaching that content. The design of the PD program should reflect (i) evidence from research that supports the use of the teaching strategies and methods being promoted; and (ii) principles of effective adult learning most likely to promote the transfer of new knowledge and skills into classroom teaching practice. Documented evidence of teachers' application of newly-acquired knowledge and teaching strategies in the classroom is a core expectation of MSP projects.
- *Standards-based* - MSP PD programs enhance teachers' understanding of concepts in the following sets of academic learning standards:
 - [Common Core State Standards for Mathematics](#) (CCSS-M)
 - [National Research Council "Framework for K-12 Science Education"](#) (NRC Science Framework)
 - [Connecticut Core Science Curriculum Framework](#) (CT Science Standards)
 - [Common Core State Standards for English Language Arts and Literacy in History, Science and Technical Subjects](#) (CCSS-ELA-HST)
- *Sustainable impacts* – Projects funded under the MSP program are expected to result in measurable and sustainable impacts on teachers' content knowledge, instructional practices and student performance on large-scale state assessments and other measures of mathematics and science proficiency. Sustainability beyond the grant period can be

evidenced by indicators such as: new or modified IHE courses and degrees, on-going collaborations between the IHE and partner schools or on-going learning communities within the LEAs.

- *Research and Evaluation* – Projects funded under the MSP program must conduct [experimental research](#) to collect evidence of the impact of the PD on teacher content knowledge, teaching practices and student achievement on state assessments and other indicators of growth. Valid and reliable instruments will be used to measure changes in teachers’ content knowledge, teaching practice and student achievement (see Appendix I)

GOALS OF CONNECTICUT’S MSP PROGRAM

The Connecticut MSP Program strives to achieve the following broad goals:

1. Greater numbers of students, especially in high-need schools, who have access to high-quality instruction in mathematics and science in Kindergarten through Grade 12.
2. Greater numbers of students who demonstrate progress toward college- and career-readiness as measured by large-scale state assessments and other measures of mathematics and science proficiency; and
3. Enhanced capacity of IHE and K-12 educators statewide to design and facilitate student learning that reflects the spirit and intent of the Common Core State Standards (CCSS) and the National Research Council’s “Framework for K-12 Science Education” (NRC Framework, 2012).

In addition, to support the State’s efforts to improve teacher preparation and teacher effectiveness, the Connecticut MSP Program will promote on-going collaborations between IHE teacher preparation programs and the LEAs within their region.

CONNECTICUT'S 2013-2015 PROJECT PRIORITIES

Applicants will elect to submit a proposal for one of the following categories:

PRIORITY PROJECT CATEGORIES	GRADE AND DISCIPLINE
<p>A. IHE CAPACITY-BUILDING: Develop a prototype “blended learning” platform and syllabus that will build capacity of IHE teacher education faculty and pre-service teaching candidates (elementary and secondary) to understand the spirit, vision and instructional implications of the CCSS-M and/or the NRC Science Framework. These projects will develop in-person and on-demand learning modules that focus on new teaching strategies for integrating challenging content with high-leverage practices that cut across mathematics and science (e.g., argument with evidence; developing explanatory models). A primary goal is to enable IHE teacher educators to better align preservice teacher education courses in mathematics and/or science with CCSS and/or NRC Science Framework. A secondary goal is to bring greater consistency to mathematics and science teacher education courses statewide. Pilot the PD format and syllabus with the goal of improving it and producing on-demand and in-person learning modules accessible by IHE teacher educators statewide or beyond. Capacity-building facilitated by national experts is encouraged. Participation of IHE teacher educators from multiple campuses is preferred.</p>	<p>K-12 mathematics and/or science</p>
<p>B. REGIONAL LEARNING COMMUNITIES: Develop a prototype format and syllabus for a regional professional learning community of practitioners (PLC) that will bring together (in-person and on-line) district teams of teachers and administrators to explore deeply, with expert facilitators, key elements of the CCSS-Math and/or NRC Science Framework. Emphasis is on collaborative needs determination and design of a learning program that supports classroom practitioners’ ability to translate pedagogical shifts envisioned in CCSS and/or NRC Science Framework into new teaching approaches and strategies with evidence of promoting student learning.</p> <p>Pilot the format and syllabus with the goal of improving it and making it available statewide through a blend of on-demand and in-person learning modules in the future.</p>	<p>K-12 mathematics and/or science</p>
<p>C. INTEL MATH – Develop a program for K-8 teachers of mathematics that uses Intel Math as the core. The program must include content from <u>all</u> CCSS-M domains for the grades targeted in the proposal, and must include additional components to address the instructional shifts required to support CCSS-M-aligned student learning. The program should include regional professional learning communities of practitioners (PLCs) to support educators’ classroom application of the new content and pedagogical knowledge. Secondary certified teachers <u>may</u> participate in the PD program in preparation for serving as facilitators of the PLCs.</p>	<p>K-8 mathematics K-12 mathematics (per description)</p>

<p>D. ENGINEERING DESIGN FOR SCIENCE AND MATHEMATICS TEACHERS – Develop a learning program that will build capacity of STEM teachers to capitalize on the natural overlaps between the CCSS-M and the NRC Science Framework Practices and Core Ideas in Engineering Design. Design a PD format and syllabus that will bring together STEM teachers with engineering experts to collaboratively build teachers’ capacity to increase student engagement through integration of engineering design tasks related to science core ideas. Pilot the format and syllabus with the goal of improving it and making it available statewide through a blend of on-demand and in-person learning modules in the future.</p>	<p>Grade 6-12 science and/or mathematics</p>
<p>E. COMMON CORE LITERACY FOR STEM TEACHERS – Develop a learning program that will build capacity of STEM teachers to capitalize on the natural overlaps among the CCSS-ELA-HST and literacy expectations articulated in their own content areas (e.g., NRC Science Framework Practices 7 and 8; CCSS-M). Design a format, syllabus and learning plan that will enable teachers to utilize literacy in STEM subjects to complement the practices of each discipline. Topics should include, but not be limited to (i) identifying complex text; (ii) selecting complex, curriculum-supportive informational text; (iii) facilitating close reading; and (iv) framing text-dependent questions. Pilot the format and syllabus with the goal of improving it and making it available statewide through a blend of on-demand and in-person learning modules in the future.</p>	<p>Grade 6-12 science and/or mathematics</p>

GENERAL PROJECT REQUIREMENTS– All MSP projects must:

1. Use findings (both qualitative and quantitative) of an assessment of the mathematics and/or science teaching and learning needs of the partner schools to design a professional learning program.
2. Recruit at least 25 educators to participate in the MSP professional learning program.
3. Provide a minimum of 80 hours of coherent and collaborative professional learning over the lifetime of the project;
4. Provide regularly-scheduled PD during the school year (minimum of 18 hours);
5. Provide a component designed to support teachers’ classroom implementation of newly learned content and teaching strategies;
6. Provide PD that (i) integrates selected, rigorous content with improved strategies for teaching that content; (ii) addresses common student misconceptions; and (iii) identifies student learning activities that exemplify the integration of CCSS mathematical practices or NRC Framework science and engineering practices with disciplinary content.
7. Conduct intensive PD during the summer. Projects may select either (a) a “summer institute” consisting of two 5-day sessions; or (b) a “summer workshop” consisting of one 5-day session. Residential sessions can be convened on college campuses.
8. Contract with a qualified, independent project evaluator with experience conducting scientific research, preferably with MSP projects. The project evaluator should assist with the development of the proposal and with identifying appropriate instruments to collect data about the quality of the PD and its impact on teachers, their teaching, and on students’ achievement.

9. Administer valid and reliable pre- and post-tests to assess changes in teachers' understanding of rigorous content addressed in the PD;
10. Conduct quasi-experimental research using matched comparison groups and valid instruments to measure the impact of the PD on **at least one** of the following indicators: (a) teachers' content knowledge; (b) enhanced teaching practices; or (c) student achievement.

II. PARTNERSHIPS

ELIGIBILITY

MSP partnerships must include the following "core" partners who assume shared responsibility for project planning, operations, monitoring and evaluation:

- Faculty from Departments of Mathematics, Sciences, or Engineering at an IHE, including public and private colleges, universities and community colleges;
- Faculty responsible for teacher preparation in mathematics or science education at an IHE; and
- at least one high-need LEA (*see Appendix F for a list of Alliance Districts*).

Partnerships may also include the following "contributing" partners that provide resources or services but are not responsible for the project's planning, operation and outcomes:

- additional high-need LEAs;
- additional LEAs that are not high-need;
- STEM or teacher training faculty from additional IHEs;
- public charter and magnet schools;
- private or independent schools¹;
- Regional Educational Service Centers (RESCs);
- STEM business and industry; and
- nonprofit and/or informal education organizations with demonstrated effectiveness in improving the quality of mathematics or science teaching.

DEFINITION OF HIGH NEED

- A high-need LEA in Connecticut is one of thirty "Alliance Districts"² that have been identified based on students' scores on state assessments.
- A high-need school, for purposes of Connecticut's MSP grant competition, is defined as one in which fewer than 70% of students scored "At or Above Goal" on the 2013 Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) in

¹ All LEAs participating in the grant must provide documentation indicating that they have consulted with each nonpublic school within their attendance area regarding the opportunity to participate in grant-related activities.

² As described in Connecticut's ESEA Waiver application and in Public Act 12-116 as the thirty districts with the lowest district performance index (DPI) scores statewide. The DPI is calculated based on the percentage of students in the district scoring at goal, proficient, basic or below basic on the mathematics, reading, writing and science state assessments.

mathematics or science. NOTE: a high-need school may or may not be in a high-need LEA.

- At least 33% of the schools participating in the MSP project must qualify as high-need in mathematics or science.

EQUITABLE PARTICIPATION FOR PRIVATE SCHOOLS:

Section 9501 of the ESEA requires equitable participation for private schools. Eligible applicants must engage in timely and meaningful consultation with appropriate officials of private schools within their attendance area regarding the opportunity to participate in grant-related activities. This consultation must take place during the development of the partnership proposal, before making any decisions that affect the opportunities of eligible private school children, teachers and other educational personnel to participate in programs under Title II, Part B.

The MSP lead partner should extend an invitation to officials of the private schools and convene a meeting with them prior to the submission of the MSP proposal. The program activities available to private school students and teachers should be described. Opportunities are offered for the private school officials to ask questions and offer suggestions. **A consultation process that involves an LEA simply sending a letter to private school officials explaining the purpose of federal education programs and the LEA's intent to apply for funds is not adequate consultation.**

For detailed information, see Non-regulatory Guidance from ED for equitable services for eligible private school students, teachers, and other educational personnel at:

<http://www2.ed.gov/policy/elsec/guid/equitableservicesguidance.doc>.

PARTNERSHIP STRUCTURE AND MANAGEMENT

Applicants should choose partners based on their need for and commitment to support and sustain MSP PD outcomes. To maximize the potential for school wide impacts through cross-disciplinary applications of enhanced teaching strategies, bonus points will be awarded to projects that present evidence that:

- The district STEM leader(s) and the principal of each partner school are **significantly** involved in MSP project planning, implementation and evaluation;
- Educators representing multiple content areas (e.g., mathematics and science, computer science, or other technical subjects) or multiple science disciplines (e.g., physics, chemistry, life sciences) participate in the MSP PD;
- The number of educators participating in the MSP PD from each partner school maximizes the potential for sustainable collaborations, peer support and measurable impacts throughout the school or within entire grade bands or grade levels.

Each project is required to identify individuals to serve in the following roles:

- A Lead Partner organization to serve as fiscal agent for the project. **The Lead Partner can be an LEA, IHE, RESC or other qualified nonprofit organization.** The fiscal agent is responsible for ensuring compliance with federal, state and local grant management regulations and procedures.

- A Project Coordinator (PC) who serves as the driving force for establishing and achieving the project's vision and design. The PC provides leadership in developing a project plan that reflects the needs and goal of all partners. The PC is responsible for duties such as partnership formation, proposal development, teacher recruitment, collaboration with CSDE, progress monitoring, submitting interim and annual performance reports (APRs) to ED and CSDE, and attending state and federal meetings. This is a job that requires significant investment of expertise and time;
- A Project Management Team consisting of representatives from all partners, including teacher representatives, the project's external evaluator, and the CSDE MSP program manager. The management team will meet regularly to plan, monitor and make adjustments to the PD program throughout the project. It is recommended that at least two teachers from the PD cohort serve on the management team;
- MSP School Facilitators - the principal of each participating school. MSP Facilitators advocate for the MSP project by ensuring that district and school policies are aligned with MSP project goals and activities. Principals articulate intended outcomes, nominate cohort members, structure time for MSP teachers to work with others, and assist with forming treatment and comparison groups for the project evaluation study. They may participate in project management and PD activities; and
- An External Project Evaluator who will work with the PC to design the accountability and evaluation plan, including research questions specific to the proposed project. The Project Evaluator should be identified early in the proposal development process so he or she can participate in project planning, establishing measurable goals, identifying results indicators, and measurement instruments to collect formative and summative data. The Project Evaluator will be responsible for collecting data on the quality of the PD interventions as well as their impact on teacher content knowledge, teaching practices and student achievement. In addition, the Project Evaluator will complete portions of the APR report to ED and will write a final project evaluation report to be submitted to the Project Coordinator, ED and CSDE. Project evaluators are responsible for obtaining appropriate institutional approvals to conduct research with human subjects, as needed (see EDGAR Sections 76.681 and 76.740).

CSDE PROGRAM OVERSIGHT

CSDE is responsible for assuring that MSP partnerships are selected, monitored, managed and evaluated in compliance with program guidelines issued by ED and with state and federal grant management regulations. See [Education Department General Administrative Regulations \(EDGAR\)](#). Sections 74, 76, 77, 80, 81, 82, 86, 98 and 99 apply to the MSP Program.

CSDE MSP program managers will work closely with MSP project coordinators throughout the project period and should be invited to all Project Management Team meetings. CSDE program managers should be contacted promptly regarding issues such as: (i) changes to key project personnel; (ii) attrition of PD participants or partner districts; (iii) budget modifications; or (iv) changes to planned activities.

- Pre-Award Advisory Meeting - CSDE MSP program managers will host a Pre-Award Advisory Meeting for the PCs of highly-ranked proposals. Additional information about project expectations and research will be provided. Requested modifications to the project design and the budget will be discussed at that time and revised proposals will be submitted prior to final finding determinations (see Important Dates).
- Semi-annual Technical Assistance Meetings - CSDE MSP program managers will host semi-annual meetings to convene all Project Coordinators and Evaluators for technical assistance regarding compliance with state and federal requirements regarding project expectations, impact monitoring, research and evaluation design and instruments, and fiscal management.
- Site visits - CSDE MSP program managers will attend project activities to monitor that activities are being carried out as proposed in the application, and to provide feedback to PCs about the quality of the PD.
- Interim Progress Reports - A report describing project activities, expenditures, achievements and challenges will be submitted to CSDE program managers every 6 months (see Important Dates). A Progress Report form will be provided.

III. FISCAL INFORMATION

AMOUNT AVAILABLE FOR DISTRIBUTION

- Phase 1: approximately \$840,000. CSDE expects to fund projects in mathematics and science.
- There is no pre-determined minimum or maximum award for each individual project. The budget should reasonably reflect the scale and scope of the project.

PROJECT PERIODS 2013-2015

Proposals will describe a project design to be carried out in two phases over 18 months:

- Phase 1.A School-year activities: January through end of school year
- Phase 1.B Summer workshop/institute: Summer 2014
- Phase 2.A School-year activities: September 2014 through June 2015
- Phase 2.B Summer workshop/institute: Summer 2015

- Proposals will include a project description that outlines Phases 1 and 2. Only a Phase 1 budget will be submitted with this application. The entire Phase 1 award must be expended by September 30, 2014.
- A continuation application will be submitted to CSDE in August 2014. It will include a Phase 2 activity description, a Phase 2 budget, together with information about Phase 1 activities, achievements, challenges and solutions.
- Continued funding of Phase 2 of the MSP project will be contingent upon: (a) allocation of MSP funds by the federal government; (b) total expenditure of Phase 1 grant award; (c) effectiveness and impact of Phase 1 project activities; and (d) responsible management of Phase 1 project activities and efforts to sustain the number of teachers participating.

ALLOWABLE EXPENDITURES

MSP Program funds received must be used to supplement and not to supplant funds that would otherwise be used by the grantee to support proposed activities or positions.

Organizations or individuals who receive MSP funds in payment for services related to the MSP grant must keep a monthly record of hours spent on MSP-related work, the days on which the work occurred, and the nature of the work that was done. **Time and effort logs should be submitted to the Project Coordinator at the end of every month (see Appendix K).**

The following table provides some guidelines regarding allowable expenses. Additional information is available from the CSDE Program Managers:

MSP Budget Guidelines	
Teacher Stipends	Teachers can only be paid for time beyond their regular contract day/year. Payments are based on daily/hourly rates defined in district contracts.
Substitutes	Allowable as determined by the daily rate in each partner district.
Project Coordination & Management	MSP funds may be used to compensate the Project Coordinator for reasonable costs of project-related work that occurs beyond the coordinator's employment contract.
Instructional Curricular Materials	Allowable only for teachers participating in the PD. Purchase of instructional materials for students' use is not allowable.
Consultants and Subcontracts	Payments for services by those not on the grantees' payroll must be reasonable and based upon prevailing regional rates.
IHE Tuition	Allowable only for courses newly-developed to serve MSP project needs.
IHE Faculty Stipends	Allowable only if no tuition payment is made. Regular salary per hour for PD instruction time; 50% of salary per hour for preparation and evaluation time
Project Evaluation	Not to exceed 20% of total approved annual budget
Food	Not allowable in most cases.
Technology Acquisition	Allowable only if directly related to the content/pedagogy focus of the PD or to the collection of evidence of change in teaching practices. Technology devices should not be used primarily as teacher recruitment incentives. Any technology purchased by the grantee remains the property of the lead partner and not the individual teachers, and may be reclaimed by CSDE at the end of the grant period.

Memberships in Professional Organizations	Not allowable
Conference Registration Fees	Not allowable
Travel	In-state: Allowable only for project coordinator and evaluator to travel to CSDE-hosted technical assistance meetings; Out-of-state: Allowable only for travel to annual MSP national conference hosted by U.S. Dept. of Education (maximum 4 key project staff per project).
Indirect Costs	A grantee must have a current indirect cost rate agreement with the State of Connecticut to charge indirect costs to a grant. Not to exceed 8% of approved budget. Only available to the Lead Partner.

IV. APPLICATION SUBMISSION REQUIREMENTS

- The application deadline is Friday, November 22, 2013.
- Applications must be submitted both electronically and in hard copy.
- Save the completed application as a PDF document. Name the document as follows: "leadname 2013 MSP Proposal-Math or Science". For example: "Avon 2013 MSP Proposal-Math.pdf". Include a footer with page numbers, Lead Partner and Project Category.
- Submit the application via e-mail as a single PDF document **no later than 11:59 p.m. on Friday, NOVEMBER 22, 2013**. E-mail applications to:

Mathematics: Charlene Tate Nichols - charlene.tate.nichols@ct.gov

Science: Elizabeth Buttner - elizabeth.buttner@ct.gov

- Hard copies of one (1) signed original and three (3) photocopies of the signed application must be **postmarked no later than NOVEMBER 25, 2013** and mailed to:

Connecticut State Department of Education
Bureau of Standards, Curriculum and Instruction - Room 215
MSP Grant Program Application
P.O. Box 2219
165 Capitol Avenue
Hartford, CT 06145

Use heavy-duty staples only; no binders or presentation covers please

APPLICATION FORMAT:

The following pages form the body of an electronic application.

- Please enter requested narratives and information electronically on the following pages.
- Forms requiring signatures should be signed, scanned, and placed back into the electronic application package in the assigned position.
- Project Abstract should be single-spaced, in 12 pt. font. All other proposal section narratives should be double-spaced and should adhere to the stated page limits for each section. Charts should be single-spaced.
- Save only the Application Template components of the RFP, plus the signed Appendices and requested documentation, as a PDF document.

APPLICATION COMPONENT CHECKLIST

The submitted application has the following components assembled in the following sequence:

- Teleconference Registration Form
- Notice of Intent to Apply
- Cover page
- Project Abstract
- Budget Form ED114
- Annotated Budget Narrative
- Proposal Section I – Needs Assessment (scanned copies or links to surveys or observation protocols used)
- Proposal Section II – Project Goals and Objectives
- Proposal Section III – Partnership Commitment and Capacity
 - Signed Partnership Agreement
 - Documentation of Invitation and Consultation with Private Schools
 - Superintendents’ and Deans’ Letters of Support
 - Principals’ Statement of Need, Goals and Commitment
 - Partnership Commitment and Capacity
- Proposal Section IV – PD Program Design and Quality
 - 18 Month Project Overview
 - Phase 1 Project Activity Timeline
 - Phase 1 Professional Development Activity Operations Plan
- Proposal Section V – Project Staffing, Management, Monitoring and Sustainability
 - Project Staffing, Management, Monitoring and Sustainability
 - MSP Project Personnel Roles and Responsibilities
 - Curricula Vitae of relevant achievements for Project Coordinator, each PD Facilitator, and the Project Evaluator (scan and insert)
 - Project Management Team and Phase 1 Meeting Schedule
- Proposal Section VI – Project Evaluation and Research Plan
- Appendix A – Statement of Assurances
- Appendix B and C – Certification Regarding Lobbying; Debarment and Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
- Appendix D – Certification of Affirmative Action Packet on File
- Appendix E – Supplement Not Supplant Assurance

IMPORTANT DATES

EVENT	DATE
Request for Proposals announced	October 9, 2013
Bidders Teleconference Registration Deadline	October 11, 2013
Bidders Teleconference	October 18, 2013
Notice of Intent to Apply due	November 1, 2013
Proposals due to CSDE	November 22, 2013
Pre-award Advisory Meeting with CSDE	Week of December 9, 2013
Anticipated announcement of grant awards	Mid- December 2013
Phase 1 recruitment and orientation activities begin	January 2014
U.S. Department of Education National MSP Conference	March 2014 (estimated)
Semi-annual CSDE Technical Assistance meeting	April 9, 2014 at CSDE
Interim Progress Report due to CSDE	June 1, 2014
Phase 2 Continuation Application due to CSDE	August 2014
Phase 1 activities end	August 31, 2014
1 st Annual Performance Report (APR) due to CSDE	October 1, 2014
1 st APR due to ED	October 31, 2014
Phase 2 activities begin	September 2014

BIDDERS TELECONFERENCE

A Bidders teleconference will be held on FRIDAY, OCTOBER 18, 2013 from 10:00 to 11:00 a.m. Prospective lead and core partners are urged to participate along with project evaluators. CSDE MSP Program Managers will provide information about the program and answer questions about partnership formation and proposal development. Presentation slides and talking points will be posted on the [CSDE MSP web site](#).

Call-in phone number: (866) 453-0312

Participant password: 3647487

BIDDERS TELECONFERENCE REGISTRATION FORM

Yes, we plan to participate in the Bidders Teleconference on **FRIDAY, OCTOBER 18, 2013 from 10:00 to 11:00 a.m..**

CSDE MSP Program Managers will provide information about the program and answer questions about partnership formation and proposal development.

Name: _____

Title: _____

LEA/IHE/Organization: _____

E-mail Address: _____

Number of Teleconference Participants: _____

Number of locations from which participants will phone-in: _____

Number of IHEs and LEAs represented: _____

Please return this form by e-mail to Eileen.williams@ct.gov no later than FRIDAY, OCTOBER 11, 2013 at 5:00 p.m.

NOTICE OF INTENT TO APPLY

Applicants are requested to submit to CSDE a non-binding Notice of Intent to Apply. This information will help CSDE constitute the proposal review panel.

E-MAIL A COMPLETED COPY OF THIS FORM TO Eileen.williams@ct.gov no later than NOVEMBER 1, 2013 at 5:00 pm

This is to inform you that the partnership described below intends to submit an application for a Title IIB Mathematics and Science Partnership Program 2013-2015 grant. The following information describes our current plans, which are still evolving. The information is provided solely to assist CSDE in preparing for the grant review process:

We intend to submit a proposal for one of the following project priorities (check one):

- Project Category A: IHE Capacity-building
- Project Category B: Regional Learning Communities
- Project Category C: Intel Math
- Project Category D: Engineering Design for STEM Teachers
- Project Category E: Common Core Literacy for STEM Teachers

Lead Partner Organization:

Project Coordinator Name:

IHE Partner(s):

High-Need LEA Partners:

Other LEA Partners:

Private and/or Charter Schools Participating:

Other Contributing Partner(s):

We understand that this letter of intent does not (a) obligate us to submit an application; or (b) limit us to submitting an application with the partners named herein or for the project category described above.

Sincerely,

[Project Coordinator Name]

[Lead Partner District Name]

[Phone Number]

[E-mail]

APPLICATION TEMPLATE

COVER PAGE

**Connecticut State Department of Education
Office of Academics
Bureau of Standards, Curriculum and Instruction**

**Application for a Title II-B
Mathematics and Science Partnership Grant
2013 - 2015**

Project Category and Grade Level:

Lead Partner:

High-need LEA Partner(s):

Other District Partner(s):

IHE Partner(s):

Other Partner(s):

Project Coordinator Name:

Project Coordinator Title:

Mailing Address:

Telephone:

E-mail address:

Fax:

Amount of MSP Phase 1 funding requested:

Projected Number of Educators Participating:

Average Cost Per Teacher for Phase 1 Activities:

Proposal prepared by:

CERTIFICATION OF AUTHORIZED OFFICIAL

The undersigned 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.

Authorized Officer's Name (print)

Signature

Date

Project Abstract

INSTRUCTIONS:

On the next page, provide a concise summary of the proposed project. Please note that this project abstract will be used to describe your project in MSP publications and web sites; therefore, it is important to avoid jargon, abbreviations and short-hand references to programs that others might not recognize. Summarize the following components of the proposal (maximum 1 page, single-spaced):

- Identify the project partners and the RFP Project Priority Category it addresses;
- Describe the challenge or problem the project is designed to address and the intended impacts on participating IHEs, LEAs, teachers, schools, and students (individual names should not be included);
- Identify the academic content focus and related teaching strategies that will lead to improvements in student learning;
- Describe generally how the PD program will operate to achieve the intended impacts.

PROJECT ABSTRACT

PROJECT TITLE:

LEAD PARTNER:

BUDGET FORM ED 114 WORKSHEET– MATHEMATICS PROJECT – Phase 1
Mathematics and Science Partnership Grant Program
Local Competitive – ESEA, Title II Part B

GRANTEE NAME (Fiscal Agent):		TOWN CODE:
GRANT TITLE: Mathematics and Science Partnership Program – Math Projects		
PROJECT TITLE: (include Mathematics in title)		
ACCOUNTING CLASSIFICATIONS:		
FUND: 12060 SPID: 21592 PROGRAM: 84157 BUDGET: 2013 CHARTFIELD1: 170003 CTFD 2:		
GRANT PERIOD: 01/01/2014 – 08/31/2014		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES	
321	TUTORS (INSTRUCTIONAL NON-PAYROLL SERVICES)	
322	INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
530	COMMUNICATION	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
890	OTHER OBJECTS (MISCELLANEOUS EXPENDITURES)	
940	INDIRECT COSTS ³	
	TOTAL	

³ Only a Lead Partner/Fiscal agent that has an approved indirect cost rate may claim indirect costs. In all cases, the indirect cost percentage is limited to 8% of the approved budget.

BUDGET FORM ED 114 WORKSHEET– SCIENCE PROJECT – Phase 1
Mathematics and Science Partnership Grant Program
Local Competitive – ESEA, Title II Part B

GRANTEE NAME (Fiscal Agent):		TOWN CODE:
GRANT TITLE: Mathematics and Science Partnership Program – Science Projects		
PROJECT TITLE: (include Science in title)		
ACCOUNTING CLASSIFICATIONS:		
FUND: 12060 SPID: 21592 PROGRAM: 84158 BUDGET: 2013 CHARTFIELD1: 170003 CTFD 2:		
GRANT PERIOD: 01/01/2014 – 08/31/2014		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES	
321	TUTORS (INSTRUCTIONAL NON-PAYROLL SERVICES)	
322	INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
530	COMMUNICATION	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
890	OTHER OBJECTS (MISCELLANEOUS EXPENDITURES)	
940	INDIRECT COSTS ⁴	
	TOTAL	

⁴ Only a Lead Partner/Fiscal agent that has an approved indirect cost rate may claim indirect costs. In all cases, the indirect cost percentage is limited to 8% of the approved budget.

Annotated Budget Narrative

Describe in detail the basis for determining the amounts shown on the Budget Form ED114. Fill in the AMOUNT for each line item, and then in the space below each code, give a brief explanation of how the funds will be used. Provide a detailed breakdown of hourly, daily or per unit costs or rates.

CODE	OBJECT	AMOUNT
111A	Administrator/Supervisor Salaries Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients.	
	<p><i>Project coordinator compensation can be viewed in the following ways:</i></p> <ul style="list-style-type: none"> <i>a) As the Grantee's in-kind contribution to the project; If Option (a) is elected, do not enter any amount in this line.</i> <i>b) As reimbursable to the grantee institution (if the work occurs during the contractual day or year); If Option (b) is elected, estimate the number of days to be devoted solely to the coordination of this project. Use the daily per diem rate to calculate the amount that will be allocated to the grantee to compensate for the time devoted to MSP project coordination. Enter that amount in Line 111A; or</i> <i>c) As reimbursable to the project coordinator (if the work occurs beyond the contractual day or year). If Option (c) is elected, estimate the number of days to be devoted solely to the coordination of this project. Use the daily per diem rate to calculate the amount that will be paid to the project coordinator as compensation for the time devoted to MSP project coordination. Enter that amount in Line 119.</i> 	
111B	Teachers Salaries for employees providing direct instruction/counseling to pupils/clients. Includes staff for whom the grantee is paying employee benefits and who are on the grantee payroll.	
	<ul style="list-style-type: none"> <i>• Insert stipends for salaried teachers from the Lead Partner only (after school, weekends or summer activities). Stipend cannot be issued for time spent in professional development activities for which graduate credits are being issued.</i> <i>• Substitute teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported.</i> 	

112B	<p>Clerical Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.</p>	
	<p><i>Place clerical salary here, if not considered an in-kind contribution.</i></p> <ul style="list-style-type: none"> • <i>Estimate the number of hours/days devoted solely to support of MSP program activities, such as ordering and organizing materials and managing evaluation data.</i> • <i>Work charged to the MSP grant must be recorded on a Time and Effort Log (see Appendix K)</i> 	
119	<p>Others Salary for any other grantee employee not fitting into objects 111A, 111B or 112B.</p>	
	<ul style="list-style-type: none"> • <i>Estimate the number of days beyond the contracted school year or day to be devoted solely to the coordination of this project. Use the daily per diem rate to calculate the amount that will be paid to the project coordinator as compensation for the time devoted to MSP project coordination. Enter that amount in Line 119.</i> 	
200	<p>Personal Services - Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.</p>	
321	<p>Tutors (Instructional Non-Payroll Services) Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides <u>who are not on the payroll of the grantee.</u></p>	
	<ul style="list-style-type: none"> • <i>Insert stipends for teachers not employed by the grantee. Stipends can only be earned for time devoted to project activities beyond the normal contracted school day or school year. Stipend cannot be issued for time spent in professional development activities for which college credits are being issued.</i> • <i>Substitute teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature for partner districts.</i> 	

322	<p>In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.</p>	
	<ul style="list-style-type: none"> • Fees for persons contracted to facilitate professional development are entered here. Provide an itemized breakdown of the payments to each provider, including services to be rendered, number of hours/days, hourly/daily rate and total compensation. • All costs associated with teaching a credit-bearing course must be entered under Line 560. IHE faculty are only eligible for compensation if they are not compensated by their institution for teaching the course. 	
330	<p>Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.</p>	
	<ul style="list-style-type: none"> • Cannot exceed 20% of total budget. • Project Evaluation costs are entered here. Include an itemized breakdown of services to be rendered, including number of work days/hours and per diem/hourly rate. 	
530	<p>Communication Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone services as well as postage machine rental and postage.</p>	
	<ul style="list-style-type: none"> • Enter fees for on-line or distance learning and/or website development and hosting. 	
560	<p>Tuition Expenditures to reimburse other educational agencies for instructional services to pupils.</p>	
	<ul style="list-style-type: none"> • If college credit is being issued, all fees related to tuition, registration, etc. are entered on this line 	
580	<p>Travel Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.</p>	
	<ul style="list-style-type: none"> • Enter costs for in-state or out-of-state travel, as authorized under the budget guidelines or CSDE MSP program managers 	

590	<p>Other Purchased Services All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 530 or 580. These include: insurance costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, printing and binding - publication costs and advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.</p>	
	<ul style="list-style-type: none"> • <i>Costs associated with recruitment activities may be chargeable to this line item, pending CSDE MSP Program Manager's approval.</i> 	
611	<p>Instructional Supplies Expenditures for consumable items purchased for instructional use.</p>	
	<ul style="list-style-type: none"> • <i>Enter itemized breakdown of costs for instructional materials purchased for use in the professional development.</i> 	
641	<p>Textbooks Expenditures for textbooks, workbooks, textbook binding and repair.</p>	
	<ul style="list-style-type: none"> • <i>Itemize costs for textbooks and other instructional resource publications purchased for use in the professional development, including credit-bearing college courses.</i> 	
890	<p>Other Objects (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects.</p>	
940	<p>Indirect Costs Costs incurred by the grantee that are not directly related to the program but are a result thereof. Only grantees that have received approvals are eligible to claim indirect costs. For purposes of the 2010-12 MSP grant, indirect costs may not exceed eight percent (8%).</p>	
	TOTAL	

Proposal Section I – NEEDS ASSESSMENT INSTRUCTIONS

What is the evidence that supports the need for the MSP project?

Conduct a comprehensive needs assessment to portray the current state of teaching and learning of mathematics or science in each partner school. The analysis of this data will be the basis for developing MSP project goals.

- Collect and analyze quantitative and qualitative baseline data to identify specific challenges or problems in mathematics and/or science teaching and learning in the partner schools.
- Beyond simply citing trends in test scores, theorize about possible correlations between student test scores and current curricular or instructional practices. How do current teaching practices need to change to reflect the vision and intent of the CCSS-M and NRC Framework for K-12 Science Education?

POSSIBLE EVIDENCE SOURCES: Quantitative data may include CMT strand scores, district benchmark or other standardized or district-wide assessments; qualitative data may be derived from classroom observations, walk-throughs, teacher surveys, teacher interviews, videotaped lesson segments, administrator report, etc.

Respond to the prompts on the next page.

PROPOSAL SECTION I - NEEDS ASSESSMENT PROMPTS (maximum 2 double-spaced pages):

Enter your responses in the space below each of the following prompts:

1. Describe the methods and instruments used to conduct the needs assessment. Attach blank copies of (or links to) surveys or observation protocols:

2. Describe a problem or challenge related to mathematics or science teaching observed in the data analysis. The problem or challenge should be specific. For example, stating that teachers need deeper content knowledge is too vague:
 - a. Cite relevant qualitative indicators of the problem. What is the evidence that the problem exists?
 - b. Cite relevant quantitative indicators of the problem. Summarize the multi-year trend in data from standardized assessments in mathematics or science

3. Describe a problem or challenge related to mathematics or science learning and achievement observed in the data analysis. The problem or challenge should be specific. For example, stating that student test scores are low is too vague:
 - a. Cite relevant qualitative indicators of the problem. What is the evidence that the problem exists?
 - b. Cite relevant quantitative indicators of the problem. Summarize the multi-year trend in data from standardized assessments in mathematics or science.

4. Explain how the identified needs for the MSP project are aligned with the LEAs' school and district improvement goals and initiatives.

Proposal Section II – PROJECT GOALS AND OBJECTIVES

What improvements in mathematics and/or science teaching and student learning does the partnership aim to achieve?

How will these improvements resolve the problem or challenge described in the Needs Assessment?

The project goals and objectives will form the basis for the project’s evaluation. They should be explicit and reflect the findings from the Needs Assessment, rather than simply restating MSP program goals to increase teacher content knowledge, improve teaching skills and raise student achievement. For example, “Enhanced understanding of curricular content will enable teachers to...”

In the table below, list the specific and measurable project goals (not the MSP Program goals), how they relate to the findings of the Needs Assessment, and how the partnership will know if the goals have been achieved.

MSP PROJECT GOALS	NEEDS ASSESSMENT JUSTIFICATION	OBJECTIVES <i>What will teachers or students do better if the PD intervention works?</i>	EVIDENCE <i>What will count as evidence that the intended change has occurred?</i>

Proposal Section III.A - PARTNERSHIP AGREEMENT
Title II B Mathematics and Science Partnership Program
2013-2015

By signing this Partnership Agreement, the below-named applicants agree to form a partnership under the terms described in the Request for Proposals under Title II-Part B Mathematics and Science Partnership Grant Program. The undersigned agree to comply with the terms and goals of the proposal and with all federal and state regulations pertaining to the use of funds received under this grant. **WITHIN 3 DAYS OF ANY CHANGE IN KEY PROJECT PERSONNEL OR PARTNER LEAs or IHEs, THE PROJECT COORDINATOR MUST NOTIFY THE CSDE PROGRAM MANAGER.**

LEAD PARTNER/FISCAL AGENT:

Authorized Officer's Signature	Officer's Name (print)	(LEA/institution/organization name)
--------------------------------	------------------------	-------------------------------------

PARTNER #2:

Authorized Officer's Signature	Officer's Name (print)	(LEA/institution/organization name)
--------------------------------	------------------------	-------------------------------------

PARTNER #3:

Authorized Officer's Signature	Officer's Name (print)	(LEA/institution/organization name)
--------------------------------	------------------------	-------------------------------------

PARTNER #4:

Authorized Officer's Signature	Officer's Name (print)	(LEA/institution/organization name)
--------------------------------	------------------------	-------------------------------------

PARTNER #5:

Authorized Officer's Signature	Officer's Name (print)	(LEA/institution/organization name)
--------------------------------	------------------------	-------------------------------------

Add additional partnership signatures as appropriate.

Proposal Section III.B – EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS

Eligible applicants must engage in timely and meaningful consultation with appropriate officials of private schools within their attendance area regarding the opportunity to participate in grant-related activities. This consultation must take place during the development of the partnership proposal, before making any decisions that affect the opportunities of eligible private school children, teachers and other educational personnel to participate in programs under Title II, Part B.

- Provide a copy of the invitation to private schools to participate in the proposed MSP project
- Provide documentation of the consultation to inform private schools about the proposed MSP project and to invite them to participate prior to submission of this proposal.

Proposal Section III.C – SUPERINTENDENT’S AND DEAN’S LETTER OF SUPPORT

Provide copies of a participation support letter signed by each LEA superintendent and IHE dean. The letter should state:

- the outcomes the LEA or IHE hopes to achieve through participation in the project;
- what the administration will do to demonstrate support for the project; and
- an acknowledgement that the LEA will support and participate in a CSDE research study involving teacher comparison groups and collection of student work.

Proposal Section III.D – PRINCIPAL’S STATEMENT OF NEED, GOALS AND COMMITMENT
(maximum 2 double-spaced pages)

The principal of each school intending to have teachers participate in the proposed MSP PD Program must submit the following information:

Principal’s Name:

School:

District:

1. Briefly summarize the typical attributes of mathematics or science teaching and learning in your school (i.e., why your school needs this MSP PD):
2. Briefly describe what you would like to see change as a result of the MSP project, and how these outcomes will contribute to the achievement of school or district improvement goals:
3. Briefly describe how you will establish clear expectations for MSP teachers to practice and implement new teaching strategies they learn during their professional development program:

I agree to serve as the MSP Facilitator for my school. I will participate in project goal-setting and will assure that MSP teachers have release time to participate in project activities. I will support the MSP project by ensuring that school policies are aligned with MSP project goals, activities and outcomes.

Principal Signature
Date

Printed Name

4. **BONUS: Describe how you will be significantly involved in the MSP project beyond the foundational commitments agreed to above.**

Proposal Section III.E – PARTNERSHIP COMMITMENT (maximum 2 double-spaced pages)

What is the evidence of partners' commitment to the project's goals?

1. Identify the project partners and explain why each LEA, IHE, and PD provider was selected based on Needs Assessment data and project goals:

2. Describe how the project will ensure meaningful collaboration and shared decision-making among LEAs, PD participants, IHE faculty and PD facilitators so that the needs and goals of all partners and teacher participants are met:

3. Describe the institutional changes that the MSP PD project intends to bring to the partner IHEs and LEAs. Note that meaningful partnerships produce benefits for the IHE and LEA organizations as a whole rather than only benefitting individual professors or teachers.

4. Describe the resources and in-kind support to be contributed by partners (facilities, personnel, substitutes, equipment, supplies, etc.):

5. List the private schools invited to participate, and attach documentation of meetings held to apprise private school officials of the MSP project goals and of their opportunity to participate in the project:

Proposal Section IV.A – PD PROGRAM DESIGN AND QUALITY (maximum 1 double-spaced page)

How does the partnership intend to carry out a PD program to achieve project goals?

1. Conduct a search of scientifically-based research (SBR) on effective PD for science and mathematics teachers (*see Appendix H*).
2. Select key findings from research that influenced the PD design.
3. Design a coherent, on-going program of PD facilitated by experts. The program must provide at least 80 hours of professional learning over the 18-month project period. In addition, the program must include a component designed to support teachers' classroom implementation of newly learned content and teaching strategies

This section will include general information about the entire 18-month project plan and specific information about the Phase 1 activities.

1. Describe the findings from your search of SBR that influenced the design of the partnership's PD program:
2. CONTENT FOCUS OF THE PROJECT
3. PEDAGOGICAL FOCUS OF THE PROJECT
4. How will teachers be engaged in learning new content and teaching strategies? Include approximate percentages of time teachers will be engaged in active investigations, facilitated debriefing, lecture, field studies, teacher collaboration, reflection on classroom implications, or looking at student work:

Proposal Section IV.B – PD PROGRAM DESIGN AND QUALITY (maximum 1 single-spaced page)

In the chart below, insert brief descriptions of the planned activities for the entire 18-month project (maximum 1 page):

18-MONTH PROJECT OVERVIEW

PROECT PHASE	PLANNED ACTIVITIES
1.A) January 2013 – June 2014	
1.B) Summer 2014	
2.A) September 2014 – June 2014	
2.B) Summer 2015	

Proposal Section IV.C – PHASE 1 PROJECT ACTIVITY TIMELINE

START/END DATE(S)	ACTIVITY	TIME OF DAY	# OF CONTACT HOURS	ACTIVITY OBJECTIVES	LOCATION	PD LEADER(S)
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
			TOTAL PHASE 1 PD CONTACT HOURS: _____			

Proposal Section IV.D – PHASE I PD ACTIVITY OPERATION PLAN (maximum 1 double-spaced page)

1. Describe how Phase 1 activities will be operationalized.
2. Explain why the Phase 1 activities were chosen and why they are organized in this sequence.
3. Describe how teachers will be supported in their efforts to enact newly-learned content and teaching strategies to produce observable changes in teaching practice:
4. How will Phase 1 activities lay a foundation for Phase 2 activities and contribute to achievement of the project's overall goals?

Proposal Section V.A – PROJECT CAPACITY, MANAGEMENT and SUSTAINABILITY

(maximum 3 double-spaced pages)

How does the project assure high-quality adult learning and efficient operations with potential to sustain and scale-up impacts?

1. Present a plan to inform, recruit and retain high-impact educators in the PD program. Describe specific strategies that will be used to promote participation and retention:
2. Describe the expertise of the professional learning facilitators. Include specific information about the PD Facilitators':
 - a. Depth of knowledge of the major shifts envisioned for student learning in the Common Core State Standards for Mathematics, current state science standards, the NRC Framework for K-12 Science Education, and the Common Core State Standards for English Language Arts and Literacy in Science, History and Technical Subjects; and
 - b. Provide both qualitative and quantitative evidence of the PD Facilitators' record of having designed PD interventions that resulted in teachers enacting new skills and strategies.
3. Describe how the project will monitor the extent to which:
 - a. participants' learning needs are being met?
 - b. participants are learning content and related instructional practices that can be used in their classrooms?
 - c. participants are applying enhanced content knowledge and instructional practices to their own teaching?
4. How will the project assure that timely adjustments to programming are made in response to progress monitoring?
5. Describe how the intended impacts of the MSP project will be sustained by the partners beyond the grant period.
6. **(Project Categories A, B, D and E only):** Describe a plan to field test and replicate the MSP PD program to produce on-demand and in-person learning modules accessible by educators statewide or beyond.

Proposal Section V.B - PROJECT PERSONNEL ROLES AND RESPONSIBILITIES

1. Provide the information requested in the table below to describe the human resources that will be used to carry out the project.
2. Attach a *curriculum vitae* (CV) of relevant experience (2-page maximum) for the Project Coordinator, each PD Facilitator, and the Project Evaluator.

Organizations or individuals who receive MSP funds in payment for services related to the MSP grant must keep a monthly record of hours spent on MSP-related work, the days on which the work occurred, and the nature of the work that was done. Time and effort logs should be submitted to the Project Coordinator at the end of every month (see Appendix K).

NAME	IHE, LEA or ORGANIZATION	PROJECT ROLE	RESPONSIBILITIES
		Project Coordinator	
		Fiscal Agent	
		IHE STEM Faculty	
		IHE STEM Faculty	
		IHE STEM Faculty	
		School Facilitator	
		School Facilitator	
		School Facilitator	
		School Facilitator	
		School Facilitator	
		Project Evaluator	

Proposal Section V.C - MSP PROJECT MANAGEMENT TEAM

PROJECT MANAGEMENT TEAM	
NAME	PARTNER ORGANIZATION
	Project Coordinator
	Teacher Representative
	Teacher Representative
	CSDE Program Manager
	Project Evaluator

Project Management Teams must meet regularly. If in-person meetings are impractical, virtual meetings can be held using teleconferencing or videoconferencing for all or some participants.

PHASE 1 MANAGEMENT TEAM MEETINGS: In the table below, provide dates of planned management team meetings. For each of the meetings listed below, minutes should reflect attendees, topics discussed and actions planned.

PHASE 1 TEAM MEETING SCHEDULE	
DATE	PURPOSE
	Project planning

Proposal Section VI – PROJECT EVALUATION AND RESEARCH PLAN - to be completed in collaboration with External Project Evaluator (maximum 3 double-spaced pages)

Section 2202(b.2.D) of the federal legislation authorizing the MSP Program states that:

Each eligible partnership receiving a grant or subgrant under this part shall develop an evaluation and accountability plan for activities assisted under this part that includes rigorous objectives that measure the impact of activities funded under this part. The plan shall include measurable objectives for improved student academic achievement on state mathematics and science assessments.

The U.S. Department of Education expects MSP projects to use experimental or quasi-experimental research methods, whenever feasible, to collect data to measure project impacts on teacher content knowledge, teaching practices and student achievement on state assessments (see Appendix G - GPRA Indicators). Each year, hundreds of MSP projects nationwide are evaluated and outcomes for the three GPRA indicators are reported to Congress to justify continued funding of the MSP Program.

Project Evaluators who are not already familiar with MSP Program requirements for rigorous evaluations should carefully review the following guidelines: [Guidelines for Conducting Experimental Research](#) and [How To Guide for Reporting on Rigorous Evaluations](#)).

1. Briefly describe the research experience that justifies the selection of the project's External Evaluator. Specify prior project evaluation experience of Title II-B or Title II-A PD projects:
2. Describe methods and instruments to be used to measure the anticipated changes in teacher content knowledge:
3. Describe methods and instruments to be used to measure the anticipated changes in teaching practices:
4. Describe methods and instruments to be used to measure the anticipated changes in student learning and student achievement on state assessments:
5. Describe methods and instruments to be used to measure anticipated programmatic changes that occur in LEAs, IHEs or other project partners as a result of the MSP project:
6. Describe methods and instruments to be used to measure anticipated impacts of the MSP project on participating schools:
7. **OPTIONAL:** Your project may choose to conduct research specific to one of your PD interventions. For example, your project may incorporate training in the use of temperature and motion probes based on the assumption that students' use of data collection technologies will improve their science inquiry abilities as well as their understanding and use of decimals and fractions.
 - a. Briefly describe a research question of particular interest to your project and a general plan for collecting data to test an underlying assumption:

APPLICATION REVIEW CRITERIA

and

AWARD TERMS and CONDITIONS

EVALUATION OF APPLICATIONS

Following staff review for eligibility, completeness and compliance with application requirements, a proposal review panel whose members have relevant expertise will review each application. The review panel will evaluate the merits of each eligible application using the MSP Proposal Review Criteria. The panel scores proposals and makes award recommendations to the CSDE grant program managers who, in turn, make award recommendations to the CSDE Chief Academic Officer.

Following the panel's review of proposals, Project Coordinators of the leading applications will be invited to a Pre-Award Advisory Meeting with CSDE program managers. Additional information about project expectations and research will be provided at that time. Requested modifications to the project design and the budget will be discussed. Project Coordinators may be asked to submit revised narrative sections or budgets. These revised documents must be signed by all participating principals and District MSP Leaders. CSDE Program Managers will then make final funding recommendations to the CSDE Chief Academic Officer, who will issue a formal award notification to the Lead Partner.

CSDE reserves the right to award or reject any and all proposals, in whole or in part, and to waive technical defects, irregularities and omissions if, in its judgment, the best interest of the State would be served.

TERMS AND CONDITIONS OF AWARDS

Rights Reserved by the State

The CSDE reserves the right to:

- Make grant awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint;
- Reject all proposals and to conduct a more extensive proposal solicitation or to reject a lower cost proposal if the higher cost proposal is deemed to more appropriately meet the stated objectives of the grant program;
- Limit the number of grant awards per applicant or per geographic area in order to promote a broad distribution of funds; and
- Make site visits to monitor the quality of project activities.

Additional Information/Conditions

- All awards are subject to the availability of federal funds;
- Funds granted for MSP projects shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities;
- Ownership of Proposals: All proposals are to be the sole property of the State, and are subject to disclosure pursuant to the Freedom of Information Act;

- Ownership of Subsequent Products: Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of this Request for Proposals is to be the sole property of the state unless stated otherwise in the application or contract as a result of proprietary interests secured by the grantee from a third party; and
- Rejection of Qualified Proposals: Proposals are subject to rejection in whole or in part.

Obligations of Grantees

Each partnership receiving a grant must report at scheduled intervals to the CSDE and to the USED regarding the partnership's progress in meeting the goals and objectives described in the partnership's proposal. These reports will include qualitative and quantitative baseline and outcome data for schools, teachers and students participating in grant-related activities.

All grantees are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes (C.G.S.) Section 4a-60 and Section 4a-68j-l et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and sub-grantee practices, in such form, in such manner and at such time as may be prescribed by the Connecticut Commission on Human Rights and Opportunities.

Freedom of Information

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act [FOIA] Sections 1-200 to 1-242, inclusive). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

Utilization of Minority Business Enterprises

All grantees shall make good faith efforts to employ minority business enterprises as sub-grantees and suppliers of materials on projects subject to contract requirements. Grantees shall certify under oath to the Commission on Human Rights and Opportunities and the CSDE that the minority businesses selected as sub-grantees and suppliers of materials comply with the criteria of Section 4a-60 if such businesses are not currently registered with the Department of Economic Development.

Annie E. Casey Foundation

Grantees that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that: the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the Department; the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and the applicant shall designate someone to act as liaison for the referral process.

MSP PROPOSAL REVIEW CRITERIA

Applications can earn a total of 100 POINTS, plus 10 possible bonus points, based on the following criteria:

Criteria	Points
<p>Section I. Needs Assessment</p> <ul style="list-style-type: none"> ▪ Conducts a comprehensive assessment of indicators of mathematics and science teaching and learning ▪ Analyzes quantitative and qualitative data to identify a problem or challenge specific to the partner schools ▪ Describes the methods and instruments used to collect needs assessment data ▪ Analyzes quantitative and qualitative data related to the <u>quality of teaching</u> in the partner districts ▪ Analyzes quantitative and qualitative data related to <u>student learning and achievement</u> in the partner districts 	/10
<p>Section II. Project Goals and Objectives</p> <ul style="list-style-type: none"> ▪ Project goals reflect the needs identified in the comprehensive Needs Assessment ▪ Identifies specific goals and measurable objectives (outcomes) ▪ Project goals are aligned with content and practices in CCSS-M, current state science standards, or NRC Science Framework or CCSS-ELA Literacy in History, Science and Technical Subjects ▪ Project goals are aligned with school and district improvement goals and initiatives in the partner district 	/15
<p>Section III. Partnership Commitment</p> <ul style="list-style-type: none"> ▪ Documentation of planning meetings shows evidence of meaningful collaboration of all core partners, including the IHEs, LEAs and the project evaluator ▪ Provides evidence of LEA and IHE commitment and support of deans, superintendents and principals ▪ Provides evidence of meaningful institutional, as opposed to individual, engagement of the IHEs ▪ Provides evidence that a cohort of at least 25 educators has been, or will be, recruited ▪ Provides evidence of in-kind support by all partners ▪ 5-POINT ADMINISTRATOR SUPPORT BONUS: District- and school-level administrators participate in PD activities, or have an exceptionally strong plan to support implementation in the school 	/20
<p>Section IV. PD Program Design and Quality</p> <ul style="list-style-type: none"> ▪ Provides evidence of a robust (at least 80 hours over 18 months), coherent, and feasible PD program that meets the requirements of the category and of the MSP program ▪ Program design and delivery formats are supported by scientific-based research <u>and</u> reflect the needs of educators in the partner schools ▪ PD program addresses both rigorous, standards-based content and content-specific pedagogies ▪ Describes a practical plan to support teachers' implementation of newly learned content and teaching strategies in their classroom practice ▪ 5-POINT IMPACT BONUS: Proposed project has potential to maximize impact through inclusion of national experts or program, or by targeting multiple IHEs, multiple high-need schools, or a substantial number of teachers within a school or grade, or across disciplines 	/20

<p>Section V. Project Personnel, Management and Sustainability</p> <ul style="list-style-type: none"> ▪ Establishes specific criteria and a sound plan to recruit and retain highly-motivated and qualified participants ▪ Details a schedule of management team meetings that is sufficient to operate the project with due diligence ▪ Project staff, especially PD facilitators, have demonstrated expertise in CCSS and/or state science standards, NRC Science Framework and documented success leading successful teacher improvement initiatives ▪ Describes methods to monitor PD quality and effectiveness and to make on-going adjustments as needed ▪ Describes a feasible plan to sustain project impacts among the partners beyond the grant period ▪ Describes a feasible plan to scale-up the PD program to make it accessible statewide (Categories A, B, D and E) 	/15
<p>Section VI. Project Evaluation and Research Plan</p> <ul style="list-style-type: none"> ▪ External project evaluator demonstrates expertise in experimental research design ▪ Reflects valid and reliable methods and instruments to meet ED guidelines for quasi-experimental research in at least one GPRA category ▪ Reflects valid and reliable methods and instruments to evaluate impact of PD on participants' content learning and their application of new knowledge and teaching strategies to classroom practice ▪ Reflects valid and reliable methods and instruments to evaluate impact of PD on student learning and achievement ▪ Describes methods to evaluate institutional changes that occur at IHEs, LEAs and other partners 	/10
<p>Budget Documentation and Cost Effectiveness</p> <ul style="list-style-type: none"> ▪ The proposed budget is reasonable in terms of expenditures per participant and rates for professional services ▪ The proposed budget includes expenditures that are allowable and allocable ▪ The proposed budget is sufficient to carry out proposed activities and achieve project goals 	/10
TOTAL SCORE	/100
BONUS POINTS EARNED	/10
TOTAL SCORE WITH BONUS	/110

APPENDICES

APPENDIX A: STATEMENT OF ASSURANCES

Connecticut State Department of Education Standard Statement of Assurances Grant Programs

PROJECT TITLE: Mathematics and Science Partnership Grant Program – ESEA Title II, Part B

THE APPLICANT: _____ HEREBY ASSURES THAT:
(Insert Lead Partner Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body. The undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education (CSDE).
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE. This report should include information relating to the project records and access thereto as the CSDE may find necessary.
- H. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the

Connecticut General Statutes (C.G.S.), and the applicant shall return to the SDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. The grant award is subject to approval of the SDE and availability of state or federal funds.

M. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference.

N. Required Language:

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and

such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is

threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature _____

Name (typed) _____

Title (typed) _____

Date _____

APPENDIX B and C:
CERTIFICATION REGARDING LOBBYING; DEBARMENT AND SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR, Part 82, "New Restrictions on Lobbying, and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that

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

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

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

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

GSA Regional Office, Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to:
Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124,

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant

PR/AWARD Number and/or Project Name

Signature
ED 80-0013

Date

APPENDIX D: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

Agencies with an affirmative action plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature

Authorized Officer's Name (print)

Date

APPENDIX E: SUPPLEMENT NOT SUPPLANT ASSURANCE

I,

Name of Authorized Officer (District/institution name) (Town code)

hereby provide assurance that:

Program funds distributed to my district/institution under PL 107-110 will be used only to supplement, and to the extent practical, increase the levels of funds that would, in the absence of these funds, be made available from federal, other state, or local sources to the local or regional board of education for professional development. In no case will the state funds allocated to my district/institution under PL 107-110 be used to supplant funds from federal, other state or local sources.

I understand that failure to comply with these provisions of PL 107-110 will result in the loss of funds to my district/institution under the state program.

Authorized Officer's Signature

Date

APPENDIX F – HIGH NEED LOCAL EDUCATION AGENCIES
2013 Alliance Districts

Ansonia	Naugatuck
Bloomfield	New Britain
Bridgeport	New Haven
Bristol	New London
Danbury	Norwalk
Derby	Norwich
East Hartford	Putnam
East Haven	Stamford
East Windsor	Vernon
Hamden	Waterbury
Hartford	West Haven
Killingly	Winchester
Manchester	Windham
Meriden	Windsor
Middletown	Windsor Locks

APPENDIX G – U.S. DEPARTMENT OF EDUCATION MSP GPRA Reporting Measures

The U.S. Department of Education will report annually to Congress the following data aggregated from all MSP projects nationwide:

Teacher Knowledge

1) The percentage of MSP teachers who significantly increase their content knowledge, as reflected in project-level pre- and post-assessments.

Student Achievement

2) The percentage of students in classrooms of MSP teachers who score at the basic level or below in State assessments of mathematics or science.

3) The percentage of students in classrooms of MSP teachers who score at the proficient level or above in State assessments of mathematics or science.

Evaluation Design

4) The percentage of MSP projects that report using an experimental or quasi-experimental design for their evaluations.

5) 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.

Efficiency

6) The percentage of SEAs that submit complete and accurate data on MSP performance measures in a timely manner.

APPENDIX H – PROJECT RESOURCES

- Annenberg Media – <http://www.learner.org/>
- Common Core State Standards – Mathematics - <http://www.corestandards.org/Math>
- Common Core State Standards – English Language Arts - <http://www.corestandards.org/ELA-Literacy>
- Council of Chief State School Officers (CCSSO) – Cross-State Research Report on Effective PD: [Does Teacher PD Have Effects on Teaching and Learning?](#)
- Horizon Research Instruments – <http://www.horizon-research.com/instruments/>
- Horizon Research – Lessons From a Decade of Decade of Math and Science Reform: <http://www.horizon-research.com/reports/2006/capstone.php>
- MSP Knowledge Reviews from NSF Projects – <http://mispkmd.net/>
- MSPnet Toolbox - http://hub.mispnet.org/index.cfm/misp_tools
- National Council of Teachers of Mathematics – <http://nctm.org/>
- National Science Teachers Association Professional Learning Center– <http://www.nsta.org>
- National Staff Development Council Standards for Professional Development – <http://www.nsd.org/standards/>
- Observation Protocols: [Horizon Classroom Observation Protocol](#), [CETP Classroom Observation Protocol](#), or [RTOP Classroom Observation Protocol](#) or [CSDE's Classroom Walk-Through Protocol](#).
- PD 360 – <http://www.schoolimprovement.com/>
- U.S. Department of Education MSP legislation - <http://www.ed.gov/programs/mathsci/index.html>
- U.S. Department of Education MSP web site - <http://www.ed-misp.net/>
- What Works Clearinghouse – <http://www.whatworks.ed.gov/>
- *Effective Science Instruction: What Does Research Tell Us?*
<http://www.centeroninstruction.org/files/Effective%20Sci%20Instruction%20Brief%202nd%20ed.pdf>
- *Taking Science to School: Learning and Teaching Science in Grades K-8*. National Research Council. Washington, DC: The National Academies Press, 2007. http://books.nap.edu/catalog.php?record_id=11625
- *Ready, Set, Science: Putting Research to Work in K-8 Science Classrooms*. National Research Council. Washington, DC: The National Academies Press, 2007. http://www.nap.edu/catalog.php?record_id=11882
- *Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core ideas*. National Research Council. Washington, DC: The National Academies Press, 2012. http://www.nap.edu/catalog.php?record_id=13165
- [Next Generation Science Standards – Appendix F: Science and Engineering Practices in the NGSS](#).

APPENDIX I

Instruments for Assessing Project Impacts

Teacher Content Knowledge

Science:

- Assessing Teacher Learning About Science Teaching ([ATLAST](#)).
- Misconception-Oriented Standards-based Assessment Resources for Teachers ([MOSART](#))
- Diagnostic Teacher Assessments in Mathematics and Science [DTAMS](#);
- Assorted released items from AAAS Science Item Bank, NAEP, TIMSS and PISA:
 - a) NAEP Questions Tool www.nces.ed.gov/nationsreportcard/ITMRLS
 - b) TIMSS Released Items <http://nces.ed.gov/timss/educators.asp>
 - c) AAAS Item Bank: <http://assessment.aaas.org/topics> (Gr.6-12)
 - d) PISA Science Released Items: <http://www.oecd.org/pisa/38709385.pdf>

Mathematics:

- **Learning for Mathematics Teaching** ([LMT](#)),
- **Knowing Mathematics for Teaching Algebra** ([KAT](#)),
- [Diagnostic Mathematics Assessments for Elementary Teachers](#) and [Middle School Teachers](#)

Change in Teaching Practice

- MSPnet Toolbox - http://hub.mspnet.org/index.cfm/msp_tools
- [RTOP Classroom Observation Protocol](#)

APPENDIX J - DEFINITIONS OF TERMS

The following definitions are taken from the No Child Left Behind Act of 2001:

Professional Development: the term “professional development” means instructional activities that:

- are based on scientifically based research and state academic content standards, student academic achievement standards, and assessment;
- improve and increase teachers’ knowledge of the academic subjects they teach;
- enable teachers to become highly qualified; and
- are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.

Scientifically Based Research: The term “scientifically based research” (SBR) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Summer Workshop or Institute:

The term “summer workshop or institute” means a workshop or institute, conducted during the summer, that:

- is conducted for a period of not less than 2 weeks (in total; not necessarily consecutive weeks);
- includes, as a component, a program that provides direct interaction between students and faculty; and
- provides for follow-up training during the academic year for a period of not less than three consecutive or nonconsecutive days, except that if the workshop or institute is conducted during a two-week period, the follow-up training shall be conducted for a period of not less than four days; and if the follow-up training is in rural school districts, the follow-up training may be conducted through distance learning.

