**THE COMMONWEALTH OF VIRGINIA**

Department of Education

P. O. Box 2120

Richmond, VA 23218-2120

**REQUEST FOR PROPOSALS**

Issue Date: August 30, 2013

Title: Mathematics and Science Partnership Competitive Grant Program

Funding Authority: *Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001*, Title II, Part B, Mathematics and Science Partnerships – P.L. 107-110

Issuing Agency: Virginia Department of Education, Division of Instruction, P. O. Box 2120, Richmond, VA 23218-2120

Street Address: Virginia Department of Education, Office of Science and Health Education, James Monroe Building, 101 North 14th Street, Richmond, VA 23219

Subgrant Period: From Date of Award to September 30, 2015

Pre-proposal Conference: October 11, 2013, at 10 a.m.

James Monroe Building, 101 N. 14th Street, Richmond, VA 23219  
Monroe Conference Room, 23rd Floor

Interested offerors must file an Intent to Submit Form (Appendix A) by October 4, 2013, with Eric Rhoades, director, Office of Science and Health Education. This form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Interested offerors are invited to attend a Pre-proposal Conference on October 11, 2013, at 10 a.m. at the location listed above. The conference will also be available via webinar.

Only proposals that offer to fulfill the requirements herein and **are received by 4 p.m. on November 22, 2013**, will be accepted. Proposals that are received after the deadline will not be accepted unless the deadline is modified by addendum to this Request for Proposals.

Please direct all inquiries, questions, and requests for information to: Eric Rhoades, director, Office of Science and Health Education, Virginia Department of Education, either by e-mail to [Eric.Rhoades@doe.virginia.gov](mailto:Eric.Rhoades@doe.virginia.gov) or phone (804) 786-2481.

**Note: The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.**

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to furnish services in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation.

**Virginia Department of Education**



***Mathematics and Science Partnership Program***

***Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001***

**Public Law 107-110**

**Title II, Part B**

Request for Proposals #MSP-13

Deadline for Proposals: November 22, 2013, at 4 p.m.

Contact information:

Eric Rhoades, Director

Office of Science and Health Education

Virginia Department of Education

James Monroe Building – 24th Floor

101 N. 14th Street

Richmond, VA 23219

E-mail: [Eric.Rhoades@doe.virginia.gov](mailto:Eric.Rhoades@doe.virginia.gov)

Telephone: (804) 786-2481

**Mathematics and Science Partnership Program**

**Request for Proposals 2013-2014**

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**APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF**

**HIGHER EDUCATION, SCHOOL DIVISIONS, AND NONPROFIT ORGANIZATIONS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT**

1. **Introduction/Background**

The *Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001,* Title II, Part B authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, school divisions, elementary schools, and secondary schools to participate in professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers. Professional development activities must be sustained, intensive, classroom-focused, and aligned with state and local standards and curricula. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

The lead institutions (core partners) in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. The lead institution may submit no more than two proposals per priority area. Within a priority area, a partnering institution or organization may participate in only one proposal per grade band. These partnerships will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by providing K-12 teachers with strong mathematics and/or science content knowledge. Additional partnerships with businesses and/or nonprofit organizations will help to provide an emphasis on the practical application of the mathematics and science content.

The Virginia Department of Education is responsible for the administration of the MSP grant program. For the 2013-2014 competition, approximately $2.1 million is available for new MSP awards in Virginia. Proposals must address one of the following priority areas:

1. Virginia’s 2009 *Mathematics Standards of Learning*; or

2. Virginia’s 2010 *Science Standards of Learning*.

The professional development programs funded through this request are intended to ensure Virginia students are being taught by teachers who have strong mathematics and science skills across all grade levels. Strong teachers will help students gain the knowledge and skills required to pursue postsecondary and workplace options that include science, technology, engineering, and mathematics.

1. **Program Description**

**A. Virginia’s 2009 *Mathematics Standards of Learning***

1. Purpose: To solicit proposals to develop regional professional development focused on supporting the implementation of the [2009 *Mathematics Standards of Learning*](http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml). Professional development in mathematics content, pedagogy, and assessment in one of the following priority areas: Grade Band K-2, Grade Band 3-5, Grade Band 6-8, and high school mathematics.
2. Eligibility:
3. Partnerships for an MSP grant for mathematics must include:
4. a mathematics department of an institution of higher education (IHE) serving as the lead institution; and
5. a high-need local educational agency (LEA). For the purposes of this grant, a school or schools with a pass rate of 65 percent or below (overall, or in any subgroup) on any of the mathematics SOL test(s) for the 2012-2013 test administration in the grade levels for which the program is targeting is considered a high-need LEA.
6. Partnerships may also include:
7. the mathematics and/or science education departments of the lead institution of higher education;
8. the mathematics, science, or engineering departments and/or the mathematics or science education departments of another institution of higher education;
9. additional local educational agencies, public charter schools, public elementary and secondary schools, or a consortium of such schools;
10. a business or nonprofit organization (NPO) of demonstrated effectiveness in improving the quality of mathematics instruction.
11. Private schools are also eligible to participate in a partnership and should be given the same opportunity for participation as public school divisions. Please see the following link for guidance from the Virginia Department of Education regarding equitable services to private schools <http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml>.

Each school division is obligated to inform officials of private schools located within the division's boundary, that private, nonprofit elementary and secondary schools are eligible to participate on an equitable basis.

1. Use of Funds: The MSP partnership should provide professional development that meets the following submission requirements:
2. A lead institution may submit no more than two proposals per priority area.
3. Within each priority area, a partnering institution or organization may participate in only one partnership per grade band.
4. The grant funds requested should not exceed $250,000 for each proposal.
5. Professional development may be face-to-face, virtual, or a combination of the two.
6. Each proposal must have a director and a steering committee composed of a mathematician, mathematics educator, and one representative from each partnering LEA. The role of the steering committee will be to provide advice and expertise related to the professional development needed to ensure that teachers understand and are able to teach and assess the content of the 2009 *Mathematics Standards of Learning*.
7. On-site follow-up must be included. The on-site follow-up should be delivered by a mathematics educator with the intent to develop the capacity to continue the outreach beyond the time frame of the grant.
8. It is expected that by the end of the project, a model for professional development will be made available that can be replicated by school divisions across the state. This model must include professional development materials created as a result of the MSP project, including a variety of performance-based tasks that require critical-thinking and problem-solving skills and could be used as formative assessments. A plan should describe how the materials will be shared electronically with the VDOE, such as a Web site, iTunesU course, curriculum, videos, etc.
9. Each proposal should include a focus on:
10. the development and use of formative assessments to inform instruction and monitor student understanding and progress;
11. the vertical progression of and connections between mathematics content within and among grade bands and/or courses;
12. the importance of the instructional balance between mathematical concepts and related procedures; and
13. the incorporation of Virginia’s mathematical process goals for students, included in the 2009 *Mathematics Standards of Learning*.
14. The primary content focus for each grade band is as follows:
15. Grades K-2: Content of and research-based practices in instruction and assessment related to Virginia’s 2009 K-2 *Mathematics Standards of Learning* with particular attention to number and number sense and patterns.
16. Grades 3-5: Content of and research-based practices in instruction and assessment related to Virginia’s 2009 3-5 *Mathematics Standards of Learning* with particular attention to number and number sense and the development of computational fluency.
17. Grades 6-8: Content of and research-based practices in instruction and assessment related to Virginia’s 2009 6-8 *Mathematics Standards of Learning* with particular attention to rational numbers and proportional reasoning.
18. High School: Content of and research-based practices in instruction and assessment related to Virginia’s 2009 *Mathematics Standards of Learning* for Algebra I; Algebra II; Algebra, Functions, and Data Analysis; and Geometry.
19. Duration of Grants: Subgrantees have until September 30, 2015, to encumber grant funds. All reimbursement requests must be submitted to the Virginia Department of Education by November 13, 2015.
20. Ownership of Intellectual Property: All copyright and patent rights to all deliverables provided to the Virginia Department of Education in the performance of this contract (“the Intellectual Property”) shall become the sole property of the Virginia Department of Education. The grantee hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the grantee may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the grantee. Upon request, the grantee shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education’s sole ownership of the Intellectual Property.
21. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.
22. **Virginia’s 2010 *Science Standards of Learning***
    * + 1. Purpose: To solicit proposals to develop regional or statewide professional development focused on supporting the implementation of the [2010 *Science Standards of Learning*](http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml). Professional development in science content, pedagogy, and assessment in one of the following priority areas: Discourse and Argumentation in Science (K-6, 6-8, 9-12, or 6-12), Conceptual Modeling Instruction (6-12), or Integration of Mathematics and Science (K-6).
23. Eligibility:
24. Partnerships for an MSP grant for science must include:
25. a science department of an institution of higher education (IHE) serving as the lead institution; and
26. a high-need local educational agency (LEA). For the purposes of this grant, a school or schools with a pass rate of 70 percent or below (overall, or in any subgroup) on any of the science SOL test(s) for the 2012-2013 test administration in the grade levels for which the program is targeting is considered a high-need LEA.
27. Partnerships may also include:
28. the science and/or mathematics education departments of the lead institution of higher education;
29. the mathematics, science, or engineering departments and/or the mathematics or science education departments of another institution of higher education;
30. additional local educational agencies, public charter schools, public elementary and secondary schools, or a consortium of such schools;
31. a business or nonprofit organization (NPO) of demonstrated effectiveness in improving the quality of mathematics instruction.
32. Private schools are also eligible to participate in a partnership and should be given the same opportunity for participation as public school divisions. Please see the following link for guidance from the Virginia Department of Education regarding equitable services to private schools <http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml>.

Each school division is obligated to inform officials of private schools located within the division's boundary, that private, nonprofit elementary and secondary schools are eligible to participate on an equitable basis.

* + 1. Use of Funds: The MSP partnership should provide professional development that meets the following submission requirements:

1. The MSP proposals must be submitted as a vertically-articulated K-6, 6-8, 6-12, or 9-12 program.
2. Each proposal should include a focus on one of the grade bands in one of the priority areas.
3. The grant funds requested should not exceed $250,000 for each proposal.
4. Professional development may be face-to-face, virtual, or a combination of the two.
5. Each proposal must have a director and a steering committee composed of at least a scientist, a science educator, and one representative from each partnering LEA. The role of the steering committee will be to provide advice and expertise related to the professional development needed to ensure that teachers understand and are able to teach and assess the content of the [2010 *Science Standards of Learning*](http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml).
6. On-site follow-up must be included. The on-site follow-up should be delivered by a science educator with the intent to develop the capacity to continue the outreach beyond the time frame of the grant.
7. It is expected that by the end of the project, a professional development model will be made available and can be replicated by school divisions across the state. This [model](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/index.shtml) must include professional development materials created as a result of the MSP project addressing the priority area. A plan should describe how the materials will be shared electronically with the VDOE, such as a Web site, iTunesU course, curriculum, videos, etc.
8. Each proposal should include a focus on:
9. explicit emphasis on the science priority (e.g., discourse and argumentation in science, conceptual modeling instruction, and integration of mathematics and science) and the development and delivery of a science college-level course, coursework, or instructional sessions;
10. explicit application of related science SOL content and skills;
11. use of the [2010 *Science Standards of Learning* and supporting documents (Curriculum Framework, Crosswalk, and Assessment Blueprints)](http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml) during professional development planning and implementation;
12. development and implementation of an invitational symposium demonstrating the project results and products for a statewide audience at the close of the project should also be considered.
13. The primary focus for each priority area must be one of the following:
    * 1. Discourse and Argumentation in Science (K-6, 6-8, 9-12, or 6-12) - Science education has increasingly embraced discourse and argumentation as central to educating students. The ability to identify, filter, critique, and challenge arguments and claims is important for students, whether planning to pursue careers in technical fields or simply processing the science-related reports in everyday media. Students must be critical consumers of the science in modern communications, having the ability to evaluate what they read and hear, communicate their analyses clearly, and persuade through the strength of their arguments. Proposals must provide teachers professional development on core concepts related to argumentation in science so that teachers will:
         1. have a strong understanding of the role of argumentation in science;
         2. comprehend and practice the pedagogical underpinnings of teaching scientific argumentation; and
         3. have the ability to provide a high-quality, inquiry-based emphasis on argumentation in their science instruction so that students can construct, defend, and critique scientific arguments through the use of verified evidence and systematic scientific reasoning.

The program will instruct teachers to:

1. use authentic science literature for examples in argumentation instruction;
2. simulate peer review via structured classroom processes;
3. organize the classroom for individual presentations, paired dialogue, and group discussions;
4. develop protocols for critiquing presentations and classroom discourse;
5. model argumentation analysis;
6. define protocols for the conducting classroom argumentation; and
7. provide direction on student self-critique, reflection, and metacognition.
   1. Conceptual Modeling Instruction (6-12) - The conceptual modeling method of instruction has a strong research base. In science, models are used to represent a system (or parts of a system) under study, to aid in the development of questions and explanations, to generate data that can be used to make predictions, and to communicate ideas to others. Students should also be expected to evaluate and refine models through an iterative cycle of comparing their predictions with the real world and then adjusting them to gain insights into the phenomenon being modeled. As such, models are based upon evidence. When new evidence is uncovered that the models can’t explain, models are modified. Teachers will receive professional development on core concepts related to modeling instruction so they will:
      1. have a strong understanding of the role of modeling instruction;
      2. comprehend and practice the pedagogical underpinnings of teaching modeling instruction;
      3. be able to engage students in understanding the natural world by constructing and using scientific models to describe, to explain, to predict, and to control physical phenomena; and
      4. be able to provide students with basic conceptual tools for modeling physical objects and processes, especially mathematical, graphical, and diagrammatic representations.

The program will instruct teachers to:

1. engage students in understanding the natural world by constructing and using scientific models to describe, to explain, to predict, and to control physical phenomena;
2. provide students with basic conceptual tools for modeling physical objects and processes, especially mathematical, graphical, and diagrammatic representations;
3. familiarize students with a small set of basic models as the content core of Earth science, biology, chemistry, and physics;
4. develop insight into the structure of scientific knowledge by examining how models fit into theories;
5. demonstrate how scientific knowledge is validated by engaging students in evaluating scientific models through comparison with empirical data; and
6. develop skill in all aspects of modeling as the procedural core of scientific knowledge.
7. Integration of Mathematics and Science using Interdisciplinary Strategies (K-6)

Interdisciplinary instruction promotes the natural and logical connections that cut across content areas and fosters the acquisition of foundational knowledge, promotes integration of ideas from multiple disciplines, and provides insight on how to apply knowledge. Using interdisciplinary teaching, educators apply methods and language from more than one academic discipline to examine an integrating context. Interdisciplinary instruction fosters students’ thinking and reasoning, and helps students’ learning come alive through relevant, real-world applications.

Teams of teachers from the participating schools will receive professional development on core science and mathematics concepts and on the use of pedagogical instructional strategies to enhance the teaching of the core concepts using an interdisciplinary approach so they will:

1. gain a strong understanding of the science and mathematics content;
2. have a strong understanding of interdisciplinary instruction; and
3. be able to design and implement interdisciplinary instruction across the curriculum using an integrating context.

The program will instruct teachers to:

1. design and implement interdisciplinary instruction within the division’s curriculum structure for the core content areas;
2. select and use an integrating context to guide classroom instruction (e.g., environment, energy, or aerospace);
3. create formative and summative assessments to guide the flow of instruction;
4. guide students to select and conduct meaningful, real-world projects directly related to the integrating context; and
5. provide direction on student self-critique, reflection, and metacognition.
6. Duration of Grants: Subgrantees have until September 30, 2015, to encumber grant funds. All reimbursement requests must be submitted to the Virginia Department of Education by November 13, 2015.
7. Ownership of Intellectual Property: All copyright and patent rights to all deliverables provided to the Virginia Department of Education in the performance of this contract (“the Intellectual Property”) shall become the sole property of the Virginia Department of Education. The grantee hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the grantee may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the grantee. Upon request, the grantee shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education’s sole ownership of the Intellectual Property.
8. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.
9. **Preparation of Application**

Listed below are the required components of an acceptable application in the order they should appear. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. The application, not including the appendix or the intent to submit form, shall not exceed 20 pages. Applicants must adhere to the page limitations and may not append additional materials beyond that allowed in the following list. The pages should be in the order listed below.

1. Intent to Submit: Use the form provided in Appendix A to express the intent of the partnership to submit a proposal. This form must be returned to the Virginia Department of Education by October 4, 2013, and is a requirement to proceed with the proposal process. It is not a formal commitment to submit a proposal.
2. Cover Page: Use the form provided in Appendix B. The cover page should be the first page of the application.
3. Assurances: Use the form provided in Appendix C. The assurances page must follow the cover page as the second page of the application.
4. Abstract: Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.
5. Evidence of Meaningful Partnerships: Provide evidence of partnerships that exhibit characteristics including, but not limited to, the following:
   1. Commitment:Evidence of active, long-term planning and involvement of all partners must be documented. There must also be evidence of fiscal commitment of partner school divisions.
   2. Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included. This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project.
   3. Sustainability:A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired. This section shall also describe the partnership’s governance structure specific to decision making, communication, fiscal responsibilities, and institutional capacity. Partners may not be added to the grant after the application has been submitted without express permission of the VDOE.

In addition to this narrative section, each application must include in the appendix:

* 1. A Partner Identification Form for each partner (see Appendix D); and
  2. A letter of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner’s instructional mission.

1. Needs Assessment: A needs assessment should be completed for each partnering LEA and be included in the application as Appendix E. A narrative of the results of the needs assessment for each LEA should include a more comprehensive analysis of division needs. This section will also include a description of the methodologies used to collect this information. Programs must address the needs identified in the needs assessment for partnering schools.
2. Description of Program Goals, Activities, and Timeline: This section should show a clear connection between project goals and planned activities, along with a description of the activities of partners and how professional development needs are addressed. Evidence of alignment of activities with the Standards of Learning and a description of how activities meet MSP priority criteria should be included. A clear description of the implementation plan, where the programs will be offered, and an activity timeline should also be addressed.
3. Research Base: Include a description of the demonstrated connection of project activities with scientifically-based research and appropriate methodology for project implementation. Provide a list of references and resources used to complete this narrative. This bibliography should be included as Appendix F.
4. Evaluation and Accountability Plan: Describe the plan that will be used to evaluate the program during each year of the program.

An evaluation and accountability plan that employs experimental or quasi-experimental design including random assignment and other comparison group measures is preferred and expected by the U.S. Department of Education. Program evaluators should not be involved with the implementation of the program being evaluated. The associated Family and Educational Rights Privacy Act (FERPA) regulations need to be followed to ensure the protection of human subjects Institutional Review Board (IRB) as it relates to evaluations.

This plan **must** include:

* 1. Rigorous measures of the impact that implemented intervention activities have on increasing student achievement in participating schools;
  2. A research design with measurable objectives to increase the content knowledge of teachers who participate in content-based professional development activities;
  3. Measures of progress towards meeting the assessed needs of the LEA;
  4. Measures of gain in teacher content knowledge or practice; and
  5. Other information deemed pertinent to the proposed evaluation and accountability plan, e.g., evidence of gains in students leaving secondary education with the intent to enter mathematics, science, or engineering fields.

In compliance with the *Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001*, Title II, Part B, Section 2202 (f), partnerships receiving a grant or subgrant to support a mathematics and science partnership must report annually to the United States Secretary of Education regarding progress in meeting the objectives of the project. Subgrantees should be prepared to meet the requirements of the evaluation and accountability plan that will be further outlined by the U.S. Department of Education. The U.S. Department of Education outlines the requirements for the [reports](http://www.ed-msp.net/index.php/resources) that must be submitted to the Virginia Department of Education. Subgrantees may also be required to participate in statewide evaluation activities for the duration of the grant and will agree to participate in statewide dissemination activities concerning the results of their projects.

1. Budget and Budget Narrative: The budget narrative should describe the basis for determining the amounts shown on the project budget page. It should outline the request for grant funding as well as describe in-kind contributions or other matching funds to be provided by the partners. The budget narrative should also address the amount of money or in-kind support that participating schools must contribute for their teachers to participate in the program. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources. The project budget (Appendix G) should be appended to the application, but the budget narrative is part of the allotted 20 narrative pages. Please refer to the budget guidelines listed below when completing the project budget.
2. *Direct costs*: These costs should be detailed to the major object code of expenditure. Examples of eligible items of expenditure (cost) and explanations of information required for itemizing the anticipated expenditures are listed below.
3. Personal Services (1000): This includes salaries and wages for employees and other full- or part-time staff of the project. Costs for staffing should reflect instructional and administrative salaries that are appropriate to the length of the training session. Entries should identify project staff positions; names of individuals; the appropriate rate of pay per hour, day, week, month, or year; and the total amount or percent of their work time to be charged to the project. Replacement or release-time costs requested for the project faculty personnel should reflect what it would actually cost the institution to hire adjunct faculty. Salaries cannot be drawn at a higher rate than the individual normally receives. **If an institution is requesting full compensation for the cost of tuition and fees for teacher participants, the institution may not request the cost of replacement or release time for project faculty**. Institutions may request compensation for additional administrative duties performed by the project director, but must substantiate the need for additional administrative duties. Course development costs are limited to a maximum of $6,000 per course.
4. Employee Benefits (2000): This includes job-related benefits that are provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
5. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals or firms not involved as project staff (employees) of the institution(s) or NPO. Entries should be by name and title of consultant (if known), type, and amount of consultant services to be provided.
6. Other Charges (5000): Travel expenses should be itemized in this section. Transportation, lodging, working meals, and other appropriate travel expenses of project staff and consultants should be budgeted in accordance with institutional policies and regulations, based on the Commonwealth of Virginia's current travel regulations. ***All project travel must be directly related to the proposed grant activities and occur within the state.*** Stipends or tuition should be included in this section as well. The approved stipend rate ranges up to $150 per day. However, the amount of the total stipend may exceed $150 per day if supplemented by funds from other sources. School division financial support is strongly encouraged and would show the division’s commitment to implementing the proposed project. Before including stipends, project personnel should work with cooperating schools or school divisions to determine standard practice and to determine if teacher participants can be supported by local ESEA funds. **Grant funds cannot be used for both tuition and stipends.**
7. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the project. This category includes: office supplies; educational and laboratory materials for participants; books and audiovisual materials; communications (postage, local and long‑distance telephone charges, etc.); printing, publication, and photocopying services; and computer services. School divisions are encouraged to provide materials needed for classroom implementation. The purchase of classroom sets of materials is not a permissible use of funds. **All materials purchased and distributed to teachers are expected to become the property of the participating teachers, rather than being retained by the sponsoring institution or nonprofit organization. Documents and other electronic and print materials produced using grant funds are required to be submitted to the Virginia Department of Education and will be available for public access.** 
   1. *Indirect Costs (5000)*: Partners may request indirect costs for recovery of no more than eight percent (8%) of total direct costs. For example, an institution or NPO requesting $250,000 to support project activities may add a line item for indirect costs of $20,000, making the total request $270,000. Waiver of indirect costs beyond eight percent may not be counted as an in-kind contribution. **School divisions must adhere to their allowable restricted LEA indirect cost rate for federal grants.**
   2. *Matching Fund*s: All support from the sponsoring institution of higher education or nonprofit organization, local school divisions, business and industry, organizations, and agencies should be listed in the “In-Kind” column. There is not a minimum matching fund requirement.
8. Curriculum Vitae: Include as Appendix H the vitae of principal participants of the grant.
9. Appendix: The proposal appendix should include only the following documents, in the following order:
10. A partnership identification form for each partner (Appendix D)
11. Letters of commitment from each partner
12. Needs Assessment (Appendix E)
13. Bibliography from Research Base section (Appendix F)
14. Total Project Budget form (Appendix G)
15. Curriculum vitae (Appendix H)

**IV. Proposal Submission and Review**

1. Submission: Applicants must submit proposals electronically by e-mail in .pdf format to [Eric.Rhoades@doe.virginia.gov](mailto:Eric.Rhoades@doe.virginia.gov) at the Virginia Department of Education by 4 p.m. on November 22, 2013. The electronic submission must include the scanned original signature of the authorized institutional official on the cover page. **Fax transmissions are not acceptable.** Incomplete applications will not be considered.
2. Review Process: As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B, of the *No Child Left Behind Act of 2001* to determine applicant eligibility. If, in the judgment of the Department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the Department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel will evaluate eligible applications based on the required application components and the established criteria. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel’s scores and recommendations will be a primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic distribution.

Following the review, eligible project directors will be contacted by Department staff to discuss any modifications of the project plan that may be required. The Department will seek to fund those proposals that show the most promise for successful professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

1. Review Criteria: A scoring guide may be downloaded from the [MSP Web site](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml).

| **Criteria** | **Points** |
| --- | --- |
| **Commitment, Capacity and Sustainability of Partnership**  Points will be awarded for:   1. evidence of active, long-term planning and continued involvement of all partners throughout grant period; 2. demonstration of adequate institutional resources and appropriate number and quality of staff; and 3. demonstration of the ability of partnership to continue beyond life of grant, and clear description of governance structure of partnership. | **15** |
| **Needs Assessment**  Points will be awarded for:   1. identification and documentation of professional development needs; 2. inclusion of relevant student achievement data; and 3. demonstration of a clear relationship between need and project goals. | **15** |
| **Program Plan**  Points will be awarded for:   1. demonstration of a clear connection between project goals and planned activities; 2. description of activities of partners and how professional development needs are addressed; 3. demonstration of alignment of activities with Virginia Standards of Learning; 4. description of how activities meet MSP priority criteria; and 5. inclusion of a clear description of implementation and timeline of plan. | **35** |
| **Research Design**  Points will be awarded for:   1. demonstrated connection of project activities with scientifically-based research; and 2. description of research design and appropriate methodology for project implementation and data changes. | **10** |
| **Evaluation and Accountability Plan**  Points will be awarded for:   1. measurement of gains in teacher content knowledge; 2. measurement of progress in meeting needs of LEA; and 3. a plan for measuring gains in student achievement. | **20** |
| **Budget**  Points will be awarded for appropriateness and cost effectiveness of expenditures as described in the Budget and the Budget Narrative. | **5** |
| **Total Possible Points** | **100** |

1. **Award Administration**
2. Notification of the Award: Within thirty days of completion of the review process, the project director will be notified of the status of the proposal. Anticipated notification of awards is February 2014.
3. Award Conditions: For the 2013-2014 competition, approximately $2.1 million is available for new MSP awards in Virginia. Subgrantees have until September 30, 2015, to encumber grant funds.
4. Reporting Requirements: Each eligible partnership receiving a grant or subgrant must report annually to the United States Department of Education (USED) and the United States Secretary of Education as well as to the Virginia Department of Education regarding the eligible partnership’s progress in meeting the objectives and annual targets described in the partnership’s accountability plan. Further information regarding reporting requirements is available on the [USED Mathematics and Science Partnerships Program Web site](http://www.ed-msp.net/index.php/resources). [Semiannual reports](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml) must also be submitted to the Virginia Department of Education. Subgrantees may also be required to participate in statewide evaluation activities for the duration of the grant and will agree to participate in statewide dissemination activities concerning the results of their projects.

APPENDICES

***Mathematics and Science Partnership Program***

Virginia Department of Education

101 North 14th Street

Richmond, VA 23219

**Mathematics and Science Partnership (MSP) Grant**

**2013-2014**

**Intent to Submit Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Applying institution or organization:** | | |  | |
|  | |  | | |
| **Priority Area:** | |  | | |
|  |  |  | | |
| **Grade Band:** | |  | | |
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Please check if you plan to attend the Pre-proposal Conference on Friday, October 11, 2013, at 10 a.m. in the Monroe Conference Room on the 23nd Floor of the James Monroe Building, 101 N. 14th Street, Richmond, VA 23219. How many people will be in your party?

Please check if you plan to attend the Pre-proposal Conference via webinar. Information will be sent to the contact listed above regarding how to access the meeting.

**Interested offerors must return this form by October 4, 2013, to:**

**Eric Rhoades, Director**

**Office of Science and Health Education**

**Virginia Department of Education**

**101 N. 14th Street**

**Richmond, VA 23219**

**E-MAIL:** [**Eric.Rhoades@doe.virginia.gov**](mailto:Eric.Rhoades@doe.virginia.gov)

Virginia Department of Education

101 North 14th Street

Richmond, VA 23219

**Application for 2013-2014**

**Mathematics and Science Partnership (MSP) Grant**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Applying institution or organization:** | | | |  | | | | |
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| **Program Title:** | |  | | | | | | |
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| **Priority Area:** | | |  | | | | | |
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| **Grade Band:** | | |  | | | | | |
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|  | | | | | | | | |
| **Amount of MSP funds requested:** | | | | |  | **$** | |  |
|  | | | | |  |  | | |
| **Number of teachers to be served directly:** | | | | |  |  | |  |
|  | | | | |  |  | | |

|  |  |  |
| --- | --- | --- |
| Certification by Authorized or Institutional Official: | | |
|  | | |
| The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached Statement of Assurances. | | |
|  |  |  |
| Typed or Printed Name of Authorized Official |  | Title |
|  |  |  |
|  |  |  |
| Signature of Authorized Official |  | Date |

Mathematics and Science Partnership

2013-2014

STATEMENT OF ASSURANCES

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Virginia Department of Education that the authorized official will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;

2. Conduct educational activities funded by this project in compliance with the following federal laws:

a. Title VI of the Civil Rights Act of 1964;

b. Title IX of the Education Amendments of 1972;

c. Section 504 of the Rehabilitation Act of 1973;

d. Age Discrimination Act of 1975;

e. Americans with Disabilities Act of 1990; and

f. Improving America’s Schools Act of 1994.

3. Use grant funds to supplement and not supplant funds from nonfederal sources;

4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups; and

5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Virginia Department of Education.

6. Ensure that each school division will inform officials of private schools located within the division's boundary, that private, nonprofit elementary and secondary schools are eligible to participate on an equitable basis.

The authorized signature on the cover page indicates that the applicant will comply with the statement of assurances above. This page should follow the cover page in the application packet.

Mathematics and Science Partnership

2013-2014

PARTNER IDENTIFICATION FORM

## Include a Partnership Identification Form for each of the partner institutions/organizations participating in the MSP proposal.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Partner Institution/Organization:** | | | |  | |
|  | | |  | | |
| **Primary Contact** | | | |  | |
|  |  |  | | | |
|  | **Name:** |  | | | |
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| **Type of Institution/Organization:** | | | |  | |
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Mathematics and Science Partnership

2013-2014

TOTAL PROJECT BUDGET

To support the budgeting process, the Department has prepared an Excel spreadsheet and posted it to the [MSP Web site](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml). The electronic budget spreadsheet has formulas built into it that are intended to help applicants produce the proposed budget. Applicants should attach the Excel budget to their proposal as Appendix E.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Applying Institution:** |  | | | | | | |
| **Period of Award:** | **March 1, 2014 - September 30, 2015** | | | | | | |
| **Program Title:** |  | | | | | | |
|  | | | | | | | |
| **Personal Services 1000** | | | | | **Source of Funds** | |  |
|  | | | | | **MSP** | **In-Kind** | **Total Cost** |
| Names of Individuals whose salary will be charged to this project | Project Role | % FTE Administrative | Administrative Salary or Adjunct Replacement | Total Charged to Grant for this Individual |  |  |  |
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|  |  |  |  |  |  |  |  |
| **Total Personal Services 1000** | | | | | $0 | $0 | $0 |
|  | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee Benefits 2000** | **Source of Funds** | |  |
| **Description** | **MSP** | **In-Kind** | **Total Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Employee Benefits 2000** | $0 | $0 | $0 |
|  | | | |
| **Purchased/Contractual Services - 3000** | **Source of Funds** | |  |
| **Description** | **MSP** | **In-Kind** | **Total Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Purchased Contractual Services 3000** | $0 | $0 | $0 |
|  | | | |
| **Other Charges 5000** | **Source of Funds** | |  |
| **Description** | **MSP** | **In-Kind** | **Total Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Other Charges 5000** | $0 | $0 | $0 |
|  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Materials and Supplies 6000** | **Source of Funds** | | |  |
| **Description** | **MSP** | | **In-Kind** | **Total Cost** |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
| **Total Materials and Supplies 6000** | $0 | | $0 | $0 |
|  | | | | |
| **Indirect Costs 5000** | **Source of Funds** | | |  |
| *Note: Indirects costs may be charged only on the first $25,000 of a subaward.* | **MSP** | | **In-Kind** | **Total Cost** |
|  |  | |  |  |
| **Total of 1000+ 2000+ 3000+ 5000+ 6000 \* 8% = Total Indirect Costs** | $0 | | $0 | $0 |
|  | | | | |
|  | **Source of Funds** | | | **Total Cost** |
|  | **MSP** | **In-Kind** | |  |
| **Total Project Budget** | $0 | $0 | | $0 |
|  | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Budget**  **By Object Code** | **Source of Funds** | |  |
| **MSP** | **In-Kind** | **Total Cost** |
| Personal Services (1000) | $0 | $0 | $0 |
| Employee Benefits (2000) | $0 | $0 | $0 |
| Purchased/Contractual Services (3000) | $0 | $0 | $0 |
| Other Charges (5000) (This includes indirect costs) | $0 | $0 | $0 |
| Material and Supplies (6000) | $0 | $0 | $0 |
| **Total Project Budget** | $0 | $0 | $0 |