

A photograph of a classical building facade featuring four prominent white columns with Corinthian capitals. The building is made of brick and has a pedimented roof. The image is overlaid with a semi-transparent orange banner.

# Educators for the 21st Century 2015-16 Professional Development Grant Program

Pre-Proposal Webinar  
Mark Bergeson, Associate Director  
January 9, 2015

 WASHINGTON STUDENT  
ACHIEVEMENT COUNCIL  
EDUCATION · OPPORTUNITY · RESULTS



- Have a copy of the Request for Proposals (RFP) in front of you
- The webinar will be recorded
- Once the presentation starts, all microphones but the presenter's will be muted
- Type questions in chat box
- Don't forget to submit a Notice of Intent to Apply by 5:00 pm Friday 1/16/15 (required)



- Understand context
- Understand intent and mechanics of the grant program
- Understand competitive award process
- Questions answered



## Federal law:

- Title II Part A Subpart 3 of the Elementary and Secondary Education Act  
(<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>)

## Underlying intent:

- For K-12
  - Strengthen educators' ability to use state standards and assessments
  - Strengthen educators' subject matter knowledge
  - Strengthen principals/assistant principals' instructional leadership
- For higher education
  - Strengthen teacher/principal preparation programs
  - Strengthen relationship between teacher/principal preparation programs and academic content area departments



## State priorities:

- Implement the Common Core State Standards (CCSS)
- The Smarter Balanced Assessment system is a key component of CCSS implementation
- Washington Student Achievement Council's (WSAC's) mission is to advance educational opportunities and attainment in Washington
- Since the Common Core State Standards are college and career readiness standards, helping the state implement them is one strategy for helping accomplish this

# State Priorities – Smarter Balanced Assessment System



**Online assessments  
that measure progress  
toward readiness for  
college and careers**



## **Digital Library**

*Available Now*

Formative assessment resources and practices that teachers can use as needed throughout the year



## **Interim Assessments**

*Available Beginning Winter 2014-15*

Optional assessments that allow educators to check student progress and provide information to inform instruction during the year



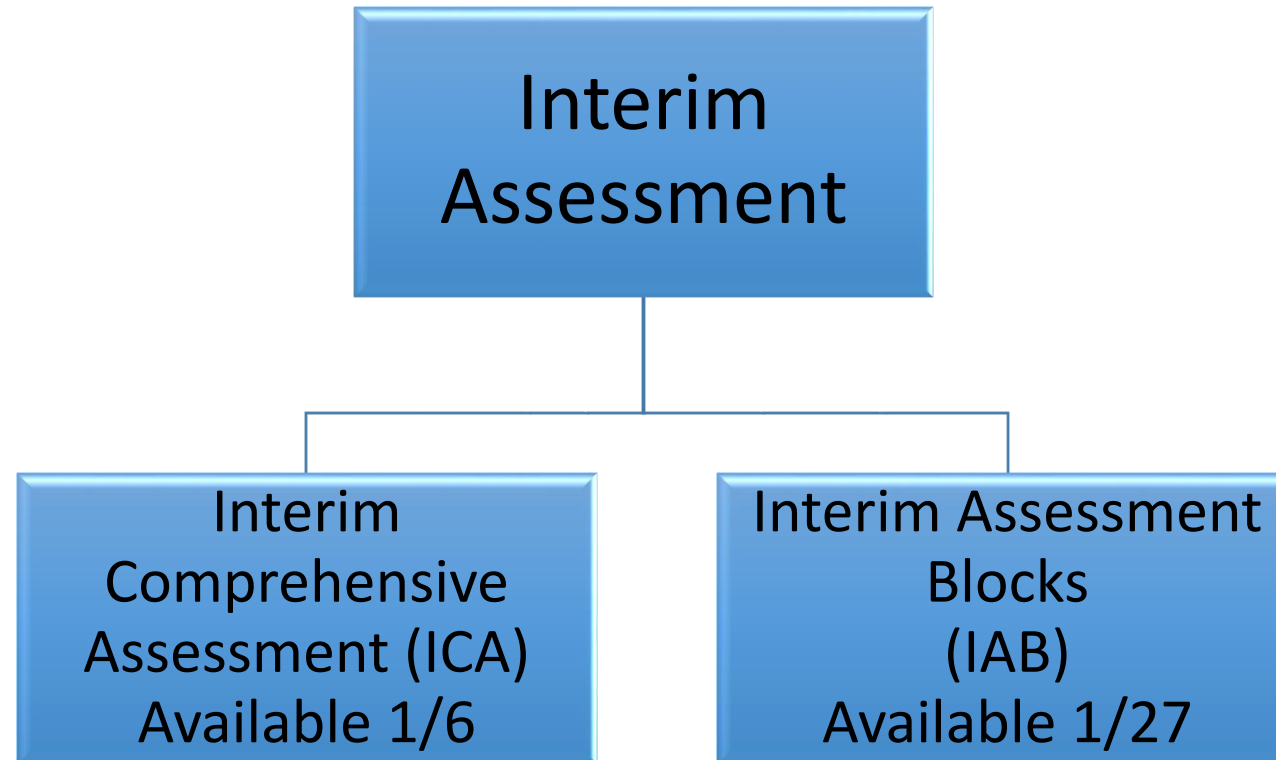
## **Summative Assessments**

*Available Spring 2015*

Year-end assessments for grades 3-8 and 11 with a computer adaptive test and performance tasks in math and English

**Smarter Balanced gives educators information  
and tools to improve teaching and learning**

# Smarter Balanced Assessment System - Interim Assessment Components





# Smarter Balanced Interim Assessments - Why RFP Focus?



Why focus RFP on interim assessments?

- To address opportunity gaps (RFP, page 4, second full paragraph) by:
  - Helping teachers identify what diverse students need to know to understand core academic subjects sufficiently to meet the CCSS
  - Helping teachers refine their instruction so diverse students can access the content in ways that help them meet the CCSS
  - Helping principals support those teachers

**PAUSE FOR QUESTIONS**



# Program Description - Summary



The Educators for the 21st Century 2015-16\* professional development grant program:

- Competitively awards grants to eligible partnerships for professional development projects
- This year, the competition is focused on professional development projects that will help K-12 educators implement the Smarter Balanced Interim Assessments
- Projects may begin in April 2015 and finish activities by 6/30/16\* (final report due 8/31/16\*)
- There is a total of \$900k of funding (\$100k per ESD region) available statewide for projects

\*Note: during the webinar, the year was incorrectly printed.

# Program Description - Who?



To be eligible for funding, a partnership must include, at a minimum, 3 required partners and may include any number of optional partners

# Who? - Required Partners



Required Partners (RFP page 5):

- A private or public institution of higher education (IHE) and its division that prepares teachers and/or principals
- A private or public IHE's school of arts and sciences *that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which the teachers served by the project teach*
- At least one high-need school district from list in RFP Exhibit F



In addition to the required partners, eligible partnerships may include any of the following optional partners (RFP page 6):

- Additional school districts, whether high-need or not
- Additional institutions of higher education
  - Teacher or principal preparation divisions within such institutions
  - Schools of arts and sciences within such institutions
  - Community or technical colleges (CTCs)
  - Private degree-granting institutions



More optional partners (RFP page 6):

- Educational service districts (ESDs)
- Entities carrying out pre-kindergarten programs
- K-12 schools (including public, public charter, and private nonprofit schools)
- Nonprofit educational or cultural organizations
- Businesses
- Principal or teacher organizations



The fiscal agent partner:

- May be any of the required partners, an optional higher education partner, or an educational service district partner
- Submits the eligible partnership's proposal to WSAC
- Negotiates a contract with WSAC
- Invoices WSAC for work done by the partnership
- Serves as the lead partner and main contact with WSAC throughout every phase of the project
- Is responsible for ensuring that all other partners are aware of the relevant general and program-specific legal and administrative requirements and abide by them

# Who? - Target Audience



- The target audience is in-service K-12 educators (RFP page 6)
- Teachers
- Principals and or assistant principals
- Highly qualified paraprofessionals (defined on RFP page 9)



# Program Description - What?



Required Project Goals -- Professional development must be designed to explicitly accomplish all three of the following project goals (RFP page 4):

- Primary Goal - Teachers of core academic subjects and also principals and/or assistant principals are able to use the state's Smarter Balanced interim assessments to improve standards-based instructional practices, improve academic achievement for all students, and close opportunity gaps
- Supporting Goal - Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the Smarter Balanced interim assessments to help all students master core academic subjects
- Supporting Goal - Teachers of core academic subjects have academic subject matter knowledge that will help them implement the Smarter Balanced interim assessments most effectively

**PAUSE FOR QUESTIONS**



## Examples of Fundable Professional Development Activities

- Summer institutes augmented by sustained academic year follow-up activities
- Additional workshops
- On-site training, coaching, peer mentoring, or one-to-one technical assistance
- Learning communities, learning networks, school-level educator teams
- Lesson study, action research, learning networks
- Activities may be face-to-face and/or online, such as e-mentoring, e-journaling, e-lesson study or an on-line community of practice



## Period of Performance

- The period of performance is mid-April 2015 through 8/31/2016
- Professional development activities must be complete by June 30, 2016, and reporting must be complete by August 31, 2016



## Geographic Distribution of Projects

- Federal rules require equitable geographic distribution of funding
- \$900k available total statewide
- \$100k per ESD region served

**PAUSE FOR QUESTIONS**

# Competitive Process - Timeline



Important dates (RFP pages 10-11):

- Mandatory Notice of Intent To Apply due @ 5:00 p.m. 1/16/15 (Exhibit E RFP Page 35)
- Bidder complaint period ends 2/24/15 (Section 4.4 Complaint Procedure RFP Pages 23-24)
- Proposals Due @ 5:00 p.m.\* 3/3/15
- Evaluation results available 3/19/15
- Negotiate contracts beginning 3/20/15
- Protest period closes 4/3/15 (Section 4.5 Protest Procedure RFP Pages 24-25)
- Begin work 4/16/15

\*Note: during the webinar, the time was incorrectly printed on this slide as 3:00 p.m. Staff corrected this error verbally during the presentation.



Proposal components (RFP page 14 lists the components in order, and specifies formatting requirements):

- Forms 1-4 + budget narrative (9 point font minimum, no page or margin limits)
- Proposal Narrative (12 pages maximum, 12 point font, 1 inch margins)
- Attachments (9 point font minimum, no page or margin limits, except logic model is one page)

# Proposal Components - Forms



4 forms:

- Form 1 Cover Sheet
- Form 2 Partnership Profile
- Form 3 Professional Development Activities Timeline
- Form 4 Project Budget Form (attach accompanying Budget Narrative)





Form 4 Project Budget Form (form is on RFP page 33; instructions on pages 15-18)

- Structure of form (explanation of rows and columns)
- Eligible expenses
- Include a budget narrative with the form

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# Proposal Components - Proposal Narrative



4 parts (RFP pages 18-22):

- Professional Development Plan
- Evaluation Plan
- Management Plan
- Project Impact

# Proposal Components-Attachments



5 types of attachments (RFP page 22)

- One-page logic model
- References cited in the proposal narrative
- Certification of school support (Exhibit A RFP page 27)
- Key Personnel Curriculum Vitae
- Certifications and Assurances (Exhibit B RFP page 28)

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# Competitive Process – Proposal Evaluation



- Staff screen proposals before forwarding to reviewers
- Reviewers review and score
- Review may involve a presentation by applicant
- Review may involve a selection panel

# Proposal Evaluation – Scoring Rubric



The scoring rubric is divided into 6 sections (RFP pages 38-45):

- Attainment of primary goal-implementing smarter balanced interim assessments (30 points)
- Attainment of supporting goal – instructional leadership (15 points)
- Attainment of supporting goal – academic subject matter knowledge (15 points)
  - Typo note: the heading at the top of RFP page 41 should read “ATTAINMENT OF SUPPORTING GOAL – ACADEMIC SUBJECT MATTER KNOWLEDGE” rather than “ATTAINMENT OF SUPPORTING GOAL – INSTRUCTIONAL LEADERSHIP”)
- Management Plan (15 points)
- Project Impact (15 points)
- Project Budget (10 points)



- OSPI
- SBAC
- US Department of Education
- WSAC
  - Fillable forms
  - Contract templates
  - Report templates
  - Technical assistance
    - Mark Bergeson
    - [markb@wsac.wa.gov](mailto:markb@wsac.wa.gov)
    - 360-753-7881

**PAUSE FOR QUESTIONS**