Educators for the 21st Century 2016-17 Professional Development Grant Program

Pre-Proposal Video Presentation
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WASHINGTON STUDENT ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Housekeeping

- Have a copy of the Request for Proposals (RFP) in front of you as you watch the video

- Write down questions to ask during the Pre-proposal Q&A webinar on Wednesday 3/2/16 at 1:00 p.m. Pacific Standard Time
  - During the webinar, we will show this PowerPoint via GoToMeeting, and it may be helpful if you can reference a slide number when you ask a question (E.g. "I had a question related to slide 24 . . .")

- Don't forget to submit a Notice of Intent to Apply by 5:00 pm Wednesday 3/9/16 (required in order to be eligible to submit a full proposal later)

Presentation Learning Goals

- Understand the **intent** (the why) and **mechanics** (the who, what, how, when, and where) of the grant program
- Understand the **competitive process** for awarding grants

Intent - Federal Priorities

Federal law:
- Title II Part A Subpart 3 of the No Child Left Behind Act (NCLB) (http://www2.ed.gov/policy/elsec/leg/esea02/index.html)
- Allowable uses of funds are defined in NCLB Section 2134 (http://www2.ed.gov/policy/elsec/leg/esea02/pg23.html#sec2134)

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

Intent - State Priorities

State priorities (aligned with federal priorities):

- Helping out-of-endorsement teachers make meaningful progress towards obtaining **endorsements** in core academic subjects that they teach, and helping principals provide instructional leadership in those subjects

- Helping teachers and principals implement the **Since Time Immemorial** curriculum

- Helping teachers and principals implement the four-step formative assessment process and instructional resources in the **Smarter Balanced Digital Library**

Endorsement – a teacher credential representing mastery of key competencies. For purposes of this RFP, the term refers only to endorsements for teaching in core academic subject areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and/or geography). This includes grade-level endorsements that encompass these subjects.

Endorsement Competencies:
- Professional Educator Standards Board (PESB) list of endorsements: http://program.pesb.wa.gov/endorsements/list

Endorsement Pathways:
- Office of superintendent of Public Instruction (OSPI): http://www.k12.wa.us/certification/teacher/Endorsement.aspx
- PESB: http://www.pesb.wa.gov/educators/pathways

Since Time Immemorial

- First state-endorsed curriculum to be aligned to the Common Core State Standards

- Includes lesson plans and other materials made available online free of charge by OSPI at: http://www.indian-ed.org/
  - Elementary school curriculum: http://www.indian-ed.org/curriculum/elementary-school-curriculum/
  - Middle school curriculum: http://www.indian-ed.org/curriculum/middle-school-curriculum/
  - High school curriculum: http://www.indian-ed.org/curriculum/high-school-curriculum/

- All units are aligned with Washington State K-12 Learning Standards and are designed to be integrated with teachers' already existing lesson plans.

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

Source: Office of Superintendent of Public Instruction

The digital library is an online resource for educators that includes a four-step formative assessment process and instructional materials with built-in formative assessment that teachers can use to inform and differentiate their instruction to serve diverse students.

- Digital Library fact sheet: http://www.k12.wa.us/SMARTER/pubdocs/DigitalLibraryFactsheet.pdf
- Four-step formative assessment process (symbolized by a clover leaf): http://wwwk12.wa.us/SMARTER/pubdocs/FormativeAssessmentProcess.pdf
- September 29, 2015 OSPI Webinar (see OSPI webinar slides 3-27): http://www.k12.wa.us/TestAdministration/Trainings/default.aspx
- Digital Library access for college of education faculty will be available soon

Why focus RFP on these 3 tracks?

- To address opportunity gaps
- To promote college and career readiness

The Educators for the 21st Century 2016-17 professional development grant program competitively awards grants to **eligible partnerships** providing **K-12 educators** with **professional development that will help them attain the required project goals** in one or more of three professional development tracks.

- Projects may begin 5/16/16 and must finish professional development activities by 6/30/17. The final report is due 7/31/17.

- We anticipate being able to make $1.8M available statewide. A project may request up to $100k per track per ESD region served but may not request more than a total of $900k.

Program Mechanics - Who?

Eligible partnerships

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

- One partner will serve as **fiscal agent** for the partnership and submit a proposal on behalf of the partnership.

Who? - Required Partners

Required Partners (RFP pages 6-7):

- 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*

- A high-need local educational agency for each target region served by the project.
    - School districts listed in Appendix F
    - Tribal and charter schools on a case by case basis

Who? - Optional partners

In addition to the required partners, eligible partnerships may include any of the following optional partners (RFP page 7):

- 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 nonprofit degree-granting institutions

More optional partners (RFP pages 7-8):

- Educational service districts (ESDs)
- Entities carrying out pre-kindergarten programs
- K-12 schools (including tribal, charter, private, and public)
  - If there are nonprofit private schools within districts being served by a project, the project must offer them an equitable opportunity to participate in the design and implementation of the project
- Nonprofit educational or cultural organizations
- Businesses
- Principal or teacher organizations

Who? - Fiscal Agent Partner

The fiscal agent partner:

- Must be a 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 of K-12 Educators

- The target audience is in-service K-12 educators (RFP pages 8-9)
- Projects must serve actual or planned teachers of record of core academic subjects for 2016-17 school year
- Projects most serve principals and/or assistant principals
- Projects may serve highly qualified paraprofessionals (not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers)

Program Mechanics - What?

Projects must offer professional development that helps participants attain all of the **required project goals in one or more professional development tracks**. There are some common themes across these tracks:

- Each track has both a teacher goal and a principal/assistant principal goal—because all projects must serve both teachers and principals/assistant principals

- The teacher goals* focus on subject matter knowledge and standards-based teaching skills

- Principal/assistant principal goals involve instructional leadership skills that will help principals and assistant principals work most effectively with teachers to improve their instruction to help *all students* master core academic subjects

- The theme of all students is pervasive and is italicized in the RFP for emphasis

*The teacher goals also apply to highly qualified paraprofessionals, if served by the project.

What? – Professional Development Track 1

Track 1 (Teaching endorsements) - required project goals:

- Teacher goal: Out-of-endorsement teachers of core academic subjects have the subject matter knowledge and standards-based teaching skills necessary to make meaningful progress towards obtaining teaching endorsements in those subjects

- Principal/assistant principal goal: Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers to help *all students* master core academic subjects

Track 2 (Since Time Immemorial curriculum) – required project goals

- Teacher goal: Teachers of core academic subjects have the subject matter knowledge and standards-based teaching skills necessary to use the state's Since Time Immemorial curriculum to improve instructional practices and student achievement for *all students*

- Principal/assistant principal goal: Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the state's Since Time Immemorial curriculum to help *all students* master core academic subjects

Track 3 (Smarter Balanced Digital Library) – required project goals:

- Teacher goal: Teachers of core academic subjects have the subject matter knowledge and standards-based teaching skills necessary to use the Smarter Balanced Digital Library's four-step formative assessment process and instructional resources to improve instructional practices and student achievement for *all students*

- Principal/assistant principal 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 Digital Library to help *all students* master core academic subjects

Program Mechanics - How?

For each track they offer, projects must provide a minimum of 48 hours of professional development for teachers and 12 hours for principals/assistant principals (and highly qualified paraprofessionals if served by the project). Examples of fundable professional development activities include, but are not limited to:

- Summer institutes augmented by sustained academic year follow-up activities

- Weekend 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

Program Mechanics - When?

Period of Performance

- The period of performance is mid-May 2016 through July 31, 2017

- Professional development activities must be complete by June 30, 2017, and reporting must be complete by July 31, 2017

Geographic Distribution of Projects

- Federal rules require equitable geographic distribution of funding
- $1.8M available total statewide
- $100k per track offered per ESD region served, up to $900k maximum per project

Competitive Process - Timeline

Important dates (RFP pages 14-15):

- Mandatory Notice of Intent To Apply due @ 5:00 p.m. 3/9/16 (Exhibit E RFP page 42)

- Bidder complaint period ends 3/30/16 (Section 4.4 Complaint Procedure RFP pages 30-31)

- Proposals Due @ 5:00 p.m. 4/6/16

- Evaluation results available 4/21/16

- Negotiate contracts beginning 4/21/16

- Protest period closes 5/6/16 (Section 4.5 Protest Procedure RFP pages 31-32)

- Begin work 5/16/16 (assuming no competitive process delays)

Competitive Process - Proposal Components

Proposal components (RFP page 20 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** (Single spaced, 12 point Calibri font, 1 inch margins, 12 page maximum for single-track proposals, 14 page maximum for two-track proposals, and 16 page maximum for three-track proposals)

- **Attachments** (9 point font minimum, no page or margin limits, except logic model is one page)

Proposal Components - Forms

4 forms (RFP pages 37-40):

- Form 1 Cover Sheet (RFP page 37)
- Form 2 Eligible Partnership Profile (RFP page 38)
- Form 3 Professional Development Activities Timeline (RFP page 39)
- Form 4 Project **Budget Form and attached Budget Narrative** (RFP page 40)

Form 4 Project Budget Form (form is on RFP page 40; instructions on pages 21-25)

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

The proposal narrative has 4 parts (Instructions on RFP pages 25-28):

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

Proposal Components – Attachments

5 main types of required attachments (Instructions on RFP pages 28-29)

- One-page logic model
- References cited in the proposal narrative
- School support certification (Exhibit B, RFP page 35)
- Key personnel curriculum vitae
- Certifications and assurances* (Exhibit A, RFP page 34)

*There may also be one or two attachments to the certifications and assurances

Competitive Process – Proposal Evaluation

- Staff screen proposals before forwarding to reviewers
  - May ask for corrections
  - 24 hours to respond
- Reviewers review and score
- Evaluation may involve a presentation by applicant

Proposal Evaluation – Scoring Rubric

The scoring rubric is divided into 5 sections (Exhibit G, RFP pages 46-53):

- Attainment of teacher goal(s) (30 points)
- Attainment of principal/assistant principal goal(s) (15 points)
- Management Plan (15 points)
- Project Impact (30 points)
- Project Budget (10 points)
- Total of 100 points possible, regardless of number of tracks

Ongoing Technical Assistance

Educators for the 21st Century Webpage: http://www.wsac.wa.gov/21-educators

- **RFP Updates**
- Posted Q&A

Contact Mark Bergeson (markb@wsac.wa.gov; 360-753-7881

- Fillable forms
- Contract and report templates
- Technical assistance (online, by phone, or in-person by appointment)

Exhibit D on RFP page 41 contains a list of helpful resources.

RFP Updates

2-29-16 revision to correct typos and clarify meaning. The edits are minor. Here is a list of the most significant ones:

- Page 20 Section 3.1 Item 2: inserted "single spaced" for clarification

- Page 23 Item 1a: changed "salaries and benefits" to "salaries and wages" to correct a typo

- Page 24 item 1 deleted "or interagency agreement" because interagency agreement is a type of contract that is already covered by the term "contract"

- Page 37 Form 1: corrected item numbering to correct typos

- Page 38 Form 2: modified category 1 to clarify that multiple teacher/principal preparation partners are allowed

- Page 40 Form 4: modified category 1 column header to clarify that multiple teacher/principal preparation partners are allowed, and also fixed idiosyncratic cell formatting

- Page 41 Exhibit D: added resources (Since Time Immemorial, Digital Library, US Department of Education) to put key resources in one place

- Page 47 Exhibit G: inserted "key" in front of "attribute" in the line at the top of the page to clarify that criterion 1 attributes are key attributes