

**STATE OF WASHINGTON
Washington Student Achievement Council**

REQUEST FOR PROPOSALS (RFP)

RFP NO. 17-RFP077

REVISED 2-29-16

NOTE: If you download this RFP from an agency website located at: <http://www.wsac.wa.gov/21-educators>, you are responsible for sending your name, address, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP amendments or bidder questions/agency answers.

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

PRE-PROPOSAL ORIENTATION VIDEO: Available at <http://www.wsac.wa.gov/21-educators> by 5:00 p.m. Pacific Standard Time, February 29, 2016, for viewing prior to the PRE-PROPOSAL Q&A Webinar.

PRE-PROPOSAL Q&A WEBINAR: March 2, 2016 – 1:00-2:00 p.m. Pacific Standard Time, Olympia, Washington, USA. Attendance is encouraged, but not mandatory. This will be a question and answer session rather than a presentation. It will cover questions raised by the RFP and the PRE-PROPOSAL ORIENTATION VIDEO, which should be viewed in advance of the webinar. Notify the RFP Coordinator, Mark Bergeson, at markb@wsac.wa.gov by 11:00 a.m. on March 2 if you would like to participate in the webinar.

NOTICE OF INTENT TO APPLY DUE DATE: March 9, 2016 – 5:00 p.m., Pacific Standard Time, Olympia, Washington, USA. See Exhibit E for instructions.

PROPOSAL DUE DATE: April 6, 2016 – 5:00 p.m., Pacific Daylight Time, Olympia, Washington, USA. E-mailed bids will be accepted. Faxed bids will not be accepted.

ESTIMATED TIME PERIOD FOR CONTRACT: May 16, 2016 – July 31, 2017. Professional development activities must be complete by June 30, 2017, and reporting must be complete by July 31, 2017. The Agency reserves the right to extend the contract for up to one additional 14 month period at the sole discretion of the Agency.

BIDDER ELIGIBILITY: This solicitation is open to eligible partnerships (see Section 1.3.1) that satisfy the minimum qualifications stated herein and that are available for work in Washington State.

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1. INTRODUCTION

1.1. PURPOSE AND BACKGROUND

The Washington Student Achievement Council, hereafter called "AGENCY," is initiating this Request for Proposals (RFP) to solicit proposals from eligible partnerships for professional development projects focused on one or more of the three tracks outlined below:

1. Teaching endorsements
2. Since Time Immemorial curriculum
3. Smarter Balanced Digital Library

The AGENCY provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. Its 2013 [Roadmap](#) strategic plan sets goals that by 2023 all Washington adults ages 25-44 will have a high school diploma or equivalent, and at least 70 percent will have a postsecondary credential. An important strategy for achieving these educational attainment goals is to promote career and college readiness by supporting implementation of the Next Generation Science Standards (NGSS), Common Core State Standards (CCSS), and Smarter Balanced Assessment System.

Teaching Endorsements: State standard and assessment implementation works best when the teachers know their subject matter well. However, the Office of Superintendent of Public Instruction's (OSPI's) 2015 [Ensuring Equitable Access to Excellent Educator State Equity Plan](#) (Equity Plan) indicates a statewide average of 12.5 percent of students in core content courses are taught by teachers teaching outside of their [teaching endorsement](#). This out-of-endorsement percentage varies across school districts; and in some areas is disproportionately high for students of color, students in poverty, students receiving special education, and/or English Language Learners. Because the incidence of out-of-endorsement teaching is relatively high statewide, professional development that improves teacher subject matter knowledge in order to help teachers become endorsed in the subjects they teach is a state priority for this RFP.

Since Time Immemorial Curriculum: Teachers implementing standards need curricula aligned to the standards. The first state-endorsed curriculum to be aligned to the Common Core State Standards is [Since Time Immemorial](#), which includes lesson plans and other materials made available online free of charge by the Office of Superintendent of Public Instruction (OSPI). State law requires school boards reviewing or adopting social studies curricula to "incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors."¹ School districts must meet this requirement by using [Since Time Immemorial](#); so professional development in its use is a state priority for this RFP.

¹ RCW 28A.320.170(1)(a). In addition, school districts are required by RCW 28A.320.170(2) to collaborate with any federally recognized tribe within their district boundaries, and with neighboring tribes, in reviewing and adopting social studies curricula.

Smarter Balanced Digital Library: The Smarter Balanced Assessment System, which made its statewide debut in 2015, includes access to a [Digital Library](#) that outlines a [four-step formative assessment process](#) and contains instructional materials with built-in formative assessment that teachers can use to inform and help differentiate their instruction to serve diverse students. Because the Digital library is new and provides resources that will help teachers improve practice and students achieve the state standards, professional development in its use is a state priority for this RFP.

In support of these initiatives, the AGENCY may award one or more contract(s) to provide the services described in this RFP. Projects awarded contracts will be federally funded under Title II, Part A, Subpart 3 of the [No Child Left Behind Act \(NCLB\)](#). In addition to the requirements outlined in this RFP, projects must comply with all state and federal legal and administrative requirements regarding use of grant funds. Federal requirements include those generally applicable to many programs, such as the [Education Department General Administrative Regulations \(EDGAR\)](#), [Uniform Guidance](#), and NCLB Sections 9101 and 9501; as well as program-specific requirements applicable to NCLB Title II Part A Subpart 3. Program-specific requirements include those in NCLB Sections 2101-2103 and 2131-2134. Section 2134 outlines program-specific federal constraints on what activities the grant can fund. The AGENCY may, at its sole discretion, permit a funded project to revise its proposal within these constraints.

1.2. REQUIRED PROJECT GOALS AND SCOPE OF WORK

Bidders responding to this RFP must choose one or more of the three professional development tracks listed below to focus on and must address all required project goals for each chosen track in their proposal. In order to be funded, projects must provide in-service K-12 educators with professional development that is designed to explicitly accomplish the required project goals for the chosen track(s), which reflect the state priorities outlined above and the federal requirements of NCLB section 2134.

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.

To be eligible for funding, a proposal must explicitly address all of the required project goals for the professional development track(s) it chooses and must comply with all instructions and requirements outlined in this RFP. Since these required project goals define the allowable uses of funds, proposals may not include other goals. In other words, every objective and activity must support one or more of the required project goals.

Moreover, the concept of *all students* includes those in the opportunity gap, so projects are expected to weave cultural competency into the professional development they provide. This expectation is consistent with the recommendations of the state’s [Educational Opportunity Gap Oversight and Accountability Committee](#), and is reflected in the review criteria in Exhibit G of this RFP.

1.3 MINIMUM QUALIFICATIONS

Proposals that do not meet these minimum qualifications will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.

1.3.1 Who May Apply for a Grant (Eligible Partnerships)

Only eligible partnerships may apply for and receive funding under this RFP. Each eligible partnership may submit a single proposal addressing one or more professional development tracks, but may not submit more than one proposal. A particular partner may be a member of more than one eligible partnership, but no individual may be listed as project director or co-director in more than one proposal.

Eligible partnerships must include all of the following required partners:

1. A private or public institution of higher education (IHE) and its division that prepares teachers and/or principals (the IHE and its division that prepares teachers and/or principals count as a single partner for purposes of meeting requirement 1).²

² The required teacher and/or principal preparation partner specified in requirement 1 above must be approved by Washington’s Professional Educator Standards Board to prepare licensed teachers and/or principals. Furthermore, this partner must be significantly involved in development and delivery of ALL professional development tracks offered by the project. This requirement is intended to ensure that the project will have an impact not only on participating K-12 educators but also on teacher/principal preparation.

2. A private or public IHE's school of arts and sciences³ 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.
3. At least one high-need local educational agency (LEA). This is a school district, tribal school, or public charter school that meets certain federal requirements. These requirements are outlined in the definition of high-need local educational agency in the glossary (See Section 1.7). The AGENCY has determined that the school districts listed in Appendix F meet these requirements. Depending on facts and circumstances, tribal schools and public charter schools may meet the requirements too; and the AGENCY will make a determination upon request. Projects providing service within multiple target regions must serve at least one high-need LEA from each target region (see Section 1.4.1 Equitable Geographic Distribution of Funding).

The Bidder that responds to this RFP with a proposal will serve as the fiscal agent partner in the eligible partnership. The fiscal agent partner may be a required or optional higher education partner (including a community or technical college) or an Educational Service District. The fiscal agent partner submits the eligible partnership's proposal to the AGENCY, negotiates a contract with the AGENCY, invoices the AGENCY for work done by the partnership, and serves as the lead partner and main contact with the AGENCY throughout every phase of the project. The fiscal agent partner is responsible for ensuring that all other partners are aware of all relevant general and program-specific legal and administrative requirements and abide by them. However, non-fiscal agent partners are not subgrantees of the fiscal agent partner. Rather, the partnership as a whole is a single subgrantee of the AGENCY.

The project director or at least one co-director must be a tenured or tenure-track faculty member of a required higher education partner. This faculty member must provide effort comparable to or greater than the effort of other key personnel in the project. All of the required partners must play key roles in planning and implementing the project; and the required higher education partners must play significant instructional roles and may not merely provide evaluation or project oversight services.

In addition to the required partners, eligible partnerships may include one or more of the following optional partners:

1. Additional school districts, whether high-need or not.
2. Additional institutions of higher education:
 - a. Teacher or principal preparation divisions within such institutions.
 - b. Schools of arts and sciences within such institutions.
 - c. Community or technical colleges (CTCs).
 - d. Private nonprofit degree-granting institutions.
3. Educational Service Districts (ESDs).

³ The school of arts and sciences partner(s) may be from the same IHE as the teacher/principal preparation partner or a different IHE. A project covering multiple core academic subjects must include a sufficient number of school of arts and sciences partners offering appropriate academic majors to ensure that the partnership has sufficient subject matter expertise, given the track(s) chosen by the project and the academic subjects in which the teachers served by the project teach.

4. Entities carrying out pre-kindergarten programs.
5. K-12 schools (including public schools, tribal schools, charter schools, and private schools).
6. Nonprofit cultural organizations.
7. Nonprofit educational organizations.
8. Businesses.
9. Principal organizations.
10. Teacher organizations.

The eligible partnership must offer equitable participation to educators from private nonprofit elementary or secondary schools in accordance with NCLB Section 9501 and applicable regulations and guidance (see Part G of the U.S. Department of Education's [Non-Regulatory Guidance](#)). Each partnership must contact nonprofit private schools located within the districts it will serve and notify them of the proposed project, allowing sufficient time to respond. If any nonprofit private schools are interested, the partnership must give them meaningful and timely opportunities for participation in the design and implementation of the project, equivalent to the opportunities given to public schools. Eligible partnerships must document their contact efforts. Public school district offices may be able to help with contact efforts.

Although tribes are not listed as either required or optional partners above,⁴ projects offering professional development track 2 must work in collaboration with one or more of [Washington's federally recognized Indian tribes](#) in the design and/or delivery of professional development. In other words, a project offering professional development track 2 must consult with one or more federally recognized tribes in developing and/or providing professional development. Highest priority must be given to tribes (if any) within districts to be served by the project, followed by neighboring tribes (if any).

1.3.2 Target Audience for Projects (Eligible Participants)

Projects may only serve in-service K-12 educators. The term educators means teachers, highly qualified paraprofessionals;⁵ and principals or assistant principals responsible for educational leadership. All projects must serve teachers as well as principals and/or assistant principals, but serving highly qualified paraprofessionals is optional.

In the context of this RFP, the term "teachers" means in-service teachers of core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics

⁴ Tribes are not listed as partners above because they are sovereign nations, and the partner lists are based on NCLB Section 2131, which does not include governments as either required or optional partners. For purposes of this RFP, tribes may be represented by appropriate tribal organizational units, including but not limited to, tribal education, culture, language, and/or natural resources departments; and tribal museums, .

⁵ Highly qualified paraprofessionals are paraprofessionals who have 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.

and government, economics, arts, history, and/or geography).⁶ Projects may serve highly qualified paraprofessionals in the professional development activities offered for these teachers. These activities may include professional development that helps teachers know how to use the services of paraprofessionals as the teachers apply their professional learning in their classrooms. Required project goals applicable to teachers are also applicable to highly qualified paraprofessionals.

To be eligible to participate, teachers and highly qualified paraprofessionals (if served by the project) must teach in core academic subject areas. Similarly, principals and/or assistant principals must be responsible for instructional leadership in core academic subject areas in their schools. The professional development they receive must be specifically designed to improve their ability to lead teachers of core academic subjects. General instruction to train principals and/or assistant principals for entry-level positions or advancement opportunities is not eligible for funding.

1.4 FUNDING

The AGENCY has budgeted an amount not to exceed a combined total of one million eight hundred thousand dollars (\$1,800,000) for this solicitation. Because the AGENCY wants to be able to fund at least two projects, proposals in excess of nine hundred thousand dollars (\$900,000) will be considered non-responsive and will not be evaluated. In the event that additional funding becomes available, any contract awarded may be renegotiated to provide for additional related services.

Any contract awarded as a result of this solicitation is contingent upon the availability of funding. This project is funded one hundred percent with funds from the federal No Child Left Behind Act Title II Part A Subpart 3 partnership grant program, CFDA # 84.367B.

1.4.1 Equitable Geographic Distribution of Funding

The AGENCY plans to make a total of up to \$1,800,000 available from this federal grant program to fund two or more professional development projects subject to the following funding conditions:

1. Funding is available to serve schools within each of the state's nine Educational Service Districts (ESDs), which this RFP will refer to as target regions.
2. Proposals may budget up to \$100,000 per professional development track per target region served. Projects may offer multiple tracks in multiple regions, as long as they equitably distribute service among the tracks and regions.
 - a. The total funding available per proposal depends on both the number of tracks and number of target regions served. For example, a proposal for a small project providing one track in one target region could budget at most \$100,000; A mid-sized project providing one track in four target regions or two tracks in each of two target regions could budget up to \$400,000; and a large statewide project providing one track in all nine target regions could budget up to \$900,000.

⁶ These teachers must either be current or planned teachers of record for the 2016-17 school year for these courses.

3. Multi-region projects must be designed to be easily scaled down to serve fewer target regions, in case the proposal evaluation team determines that a competing project should serve one or more of the target regions proposed to be served by the multi-region project.
4. Multi-track projects must be designed to be easily scaled down to provide fewer professional development tracks in one or more target regions, in case the proposal evaluation team determines that a competing project should provide one or more of the tracks proposed to be provided by the multi-track project in those regions.
5. No proposal may budget more than \$900,000 of grant funds, but projects are encouraged to supplement grant funding with local funds, in-kind contributions, or other resources.
6. If at any time the AGENCY determines that intended, proposed, or funded project budgets will add up to less than the total funds available, the AGENCY may waive or modify any of the budget limits outlined above.

1.5 PERIOD OF PERFORMANCE

The period of performance of any contract resulting from this RFP is tentatively scheduled to begin on or about May 16, 2016 and to end on July 31, 2017, with all professional development activities to be complete by June 30, 2017, and all reporting to be complete by July 31, 2017. The AGENCY reserves the right to extend the contract for up to 14 months. Amendments extending the period of performance, if any, shall be at the sole discretion of the AGENCY.

1.6 CONTRACTING WITH CURRENT OR FORMER STATE EMPLOYEES

Specific restrictions apply to contracting with current or former state employees pursuant to chapter 42.52 of the Revised Code of Washington. Proposers should familiarize themselves with the requirements prior to submitting a proposal that includes current or former state employees.

1.7 DEFINITIONS

Definitions for the purposes of this RFP include:

Agency – The Washington Student Achievement Council is the agency of the state of Washington that is issuing this RFP.

All Students – Includes students of color, English Language Learners, students receiving special education, students in poverty, and other students.

Apparent Successful Bidder – The Bidder selected as the entity to perform the anticipated services, subject to completion of contract negotiations and execution of a written contract.

Assistant Principal – The definition varies across districts. For purposes of this RFP, an assistant principal is anyone that a school district defines to be an assistant principal. To be a participant, this person must be responsible for instructional leadership in core academic subjects at their school.

Bidder – The fiscal agent of an eligible partnership (see Section 1.3.1) interested in the RFP and that may or does submit a proposal in order to attain a contract with the AGENCY.

Community-Based Organization – a public or private nonprofit organization of demonstrated effectiveness that: (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.

Contractor – Proposer whose proposal has been accepted by the AGENCY and is awarded a fully executed, written contract.

Core Academic Subjects – English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and/or geography.

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 and at various grade levels.

Equity plan – The state’s plan to ensure that students of color, English Language Learners, Students receiving special education, and students in poverty are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field (i.e. out-of-endorsement) teachers. The full title is: Washington State Equity Plan: Ensuring Equitable Access to Excellent Educators. It was approved by the U.S. Department of Education in October 2015 and is available at: <http://www.k12.wa.us/TitleIIA/EquitableAccess/2015EquityPlan.pdf>.

Cultural Competency – Includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.⁷ It is the “skills in adapting instruction” component of this definition that is most relevant for this RFP.

High-Need Local Educational Agency - a school district, tribal school, or public charter school that is deemed by the state to be a local educational agency for federal purposes and:

1. that serves not fewer than 10,000 children from families with incomes below the poverty line or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line (based on federal census data); and
2. for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or a high percentage of teachers with emergency, provisional, or temporary certification or licensing.⁸

The AGENCY has determined that the school districts listed in Appendix F meet these requirements. Depending on facts and circumstances, tribal schools and public charter schools may meet the requirements too; and the AGENCY will make a determination upon request.

Highly Qualified Paraprofessional – A paraprofessional who has 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.

⁷ RCW 28A.410.260(2).

⁸ NCLB Section 2102(3).

Out-of-endorsement Teacher – A teacher assigned to teach core academic classes without an appropriate subject matter or grade level endorsement. Also referred to in the state Equity Plan as an out-of-field teacher.

Principal – To be a participant, this person must be responsible for instructional leadership in core academic subjects at her or his school.

Professional Development – A learning process designed to improve educator knowledge and practice. It includes activities that do or are one or more of the following:

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach.
2. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards.
3. Are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards.
4. Include instruction in the use of data and assessments to inform and instruct classroom practice.
5. Advance teacher understanding of effective instructional strategies that are based on scientifically based research.
6. Provide instruction in methods of teaching children with special needs.
7. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments.
8. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach.
9. Improve classroom management skills.
10. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.
11. Are an integral part of broad schoolwide and districtwide educational improvement plans.
12. Are high quality, 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; and are not 1-day or short-term workshops or conferences.

Proposal – A formal offer submitted in response to this solicitation.

Proposer – The fiscal agent for an eligible partnership that submits a proposal in order to attain a contract with the AGENCY.

Request for Proposals (RFP) – Formal solicitation document in which a service or need is identified but no specific method to achieve it has been chosen. The purpose of an RFP is to

permit the Bidder community to suggest various approaches to meet the need at a given price.

Scientifically Based Research – The term “scientifically based research” 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 has one or more of the following characteristics:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. 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;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Since Time Immemorial curriculum – The first state-endorsed curriculum to be aligned to the Common Core State Standards is Since Time Immemorial, which includes lesson plans and other materials made available online free of charge by the Office of Superintendent of Public Instruction (OSPI). Available at: <http://www.indian-ed.org/>.

Smarter Balanced Digital Library – An online resource for educators that outlines a four-step formative assessment process and contains instructional materials with built-in formative assessment that teachers can use to inform and differentiate their instruction to serve diverse students. Available at: <http://www.k12.wa.us/SMARTER/DigitalLibrary.aspx>.

Target Region – a geographic region defined by the boundaries of an Educational Service District.

Teacher – A teacher of core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and/or geography). Each teacher participant must be a current or planned teacher of record in those subject areas during the 2016-17 school year.

1.8 Americans with Disabilities Act (ADA)

The AGENCY complies with the Americans with Disabilities Act (ADA). Bidders may contact the RFP Coordinator to receive this Request for Proposals in braille or on audio tape or other audio media.

2. GENERAL INFORMATION FOR BIDDERS

2.1. RFP COORDINATOR

The RFP Coordinator is the sole point of contact in the AGENCY for this solicitation. All communication between the Bidder and the AGENCY upon release of this RFP shall be with the RFP Coordinator, as follows:

Name	Mark Bergeson
E-Mail Address	markb@wsac.wa.gov
Mailing Address	Washington Student Achievement Council 917 Lakeridge Way SW P.O. Box 43430 Olympia, WA 98504-3430
Physical Address for Delivery	917 Lakeridge Way SW Olympia, WA 98502
Phone Number	(360) 753-7881

Any other communication will be considered unofficial and non-binding on the AGENCY. Bidders are to rely on written statements issued by the RFP Coordinator. Communication directed to parties other than the RFP Coordinator may result in disqualification of the Bidder.

2.2. ESTIMATED SCHEDULE OF PROPOSAL-RELATED ACTIVITIES

Issue RFP	2/24/16
Question & answer period	2/24/16-4/6/16
Pre-proposal orientation video available	2/29/16
Pre-proposal Q&A webinar	3/2/16
Required notice of intent to apply due (see exhibit E)	3/9/16
Issue last addendum to RFP	3/30/16
Bidder complaint period ends (see section 4.4)	3/30/16
Proposals due	4/6/16
Evaluate proposals	4/8/16-4/20/16
Conduct oral interviews with finalists, if required	4/18/16-4/20/16 (one or two dates in that range, to be determined)
Announce "Apparent Successful Bidder(s)" and send notification via fax or e-mail to unsuccessful Proposers	4/21/16

Hold debriefing conferences (if requested)	4/27/16-4/29/16
Negotiate contracts	Beginning 4/21/16
Protest period closes (see section 4.5)	5/6/16
Begin contract work	As early as 5/16/16, depending on contract negotiations and whether or not protests are filed

The AGENCY reserves the right to revise the above schedule.

2.3 PRE-PROPOSAL ORIENTATION VIDEO AND Q&A WEBINAR

A pre-proposal orientation video is scheduled to be available for online viewing via a link on the Educators for the 21st Century webpage at: <http://www.wsac.wa.gov/21-educators> by 5:00 p.m. Pacific Standard Time on February 29, 2016. Bidders are encouraged to view the video before the Q&A webinar, which is scheduled to be held on **March 2, 2016 at 1:00 p.m.**, Pacific Standard Time. The Q&A session will not include a formal presentation. Rather, it will provide an opportunity for bidders who have read the RFP and/or viewed the orientation video to ask questions, and for AGENCY staff to provide technical assistance. All prospective Bidders should view the video and attend the webinar; however, neither viewing nor attendance is mandatory. For information on connecting to the webinar, contact the RFP Coordinator by 11:00 a.m. on March 2, 2016.

AGENCY will be bound only to AGENCY'S written answers to questions. A written compilation of questions and answers (from the webinar and other sources) that are deemed by the RFP Coordinator to be of interest to multiple Bidders will be made available on the Educators for the 21st Century webpage at: <http://www.wsac.wa.gov/21-educators>.

2.4 SUBMISSION OF PROPOSALS

Proposals may not be transmitted by fax.

The proposal must be received by the RFP Coordinator no later than 5:00 p.m., Pacific Daylight Time in Olympia, Washington on Wednesday, April 6, 2016.

Proposals must be submitted electronically as an attachment to an e-mail to Mark Bergeson, the RFP Coordinator, at the e-mail address listed in Section 2.1. Attachments to e-mail shall be in Microsoft Word or PDF format. Zipped files cannot be received by the AGENCY and cannot be used for submission of proposals. The Certifications and Assurances form must have a scanned signature of the individual within the organization authorized to bind the Bidder to the offer. The AGENCY does not assume responsibility for problems with Bidder's e-mail. If the AGENCY'S email is not working, appropriate allowances will be made.

Bidders should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late proposals will not be accepted and will be automatically disqualified from further consideration, unless the AGENCY'S e-mail is found to be at fault. All proposals and

any accompanying documentation become the property of the AGENCY and will not be returned.

2.5 PROPRIETARY INFORMATION/PUBLIC DISCLOSURE

Proposals submitted in response to this solicitation shall become the property of the AGENCY.

All proposals received shall remain confidential until the contracts, if any, resulting from this RFP are signed by the Director of the AGENCY and the apparent successful Bidder(s); thereafter, the proposals shall be deemed public records as defined in RCW 42.56.

Bidder must clearly designate any information in the proposal that the Bidder desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56 or other state or federal law that provides for the nondisclosure of your document. The page must be identified, as well as the particular exception from disclosure upon which the Bidder is making the claim. Each page claimed to be exempt from disclosure must be clearly identified by the word "Confidential" printed on the lower right hand corner of the page.

The AGENCY will consider a Bidder's request for exemption from disclosure; however, the AGENCY will make a decision predicated upon RCW 42.56. Designating the entire proposal exempt from disclosure will not be honored. The Bidder must be reasonable in designating information as confidential. If any information is designated as proprietary in the proposal, such information will not be made available until the affected Proposer has been given an opportunity to seek a court injunction against the requested disclosure.

A charge will be made for copying and shipping, as outlined in RCW 42.56. No fee shall be charged for inspection of contract files, but twenty-four (24) hours' notice to the RFP Coordinator is required. All requests for information should be directed to the RFP Coordinator.

2.6 REVISIONS TO THE RFP

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via e-mail to all individuals who have made the RFP Coordinator aware of their interest. Addenda will also be published on <http://www.wsac.wa.gov/21-educators>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

If you downloaded this RFP from the Agency website located at: <http://www.wsac.wa.gov/21-educators>, you are responsible for sending your name, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP addenda.

The AGENCY also reserves the right to cancel or to reissue the RFP, in whole or in part, prior to execution of a contract.

2.7 ACCEPTANCE PERIOD

Proposals must provide sixty (60) days for acceptance by AGENCY from the due date for receipt of proposals.

2.8 RESPONSIVENESS

All proposals will be reviewed by the RFP Coordinator to determine compliance with administrative requirements and instructions specified in this RFP. The Bidder is specifically notified that failure to comply with any part of the RFP may result in rejection of the proposal as non-responsive.

The AGENCY also reserves the right at its sole discretion to waive minor administrative irregularities. The AGENCY may request corrections prior to forwarding the proposal to evaluators. Such corrections must be made within 24 hours of the AGENCY's request.

2.9 MOST FAVORABLE TERMS

The AGENCY reserves the right to make an award without further discussion of the proposal submitted. Therefore, the proposal should be submitted initially on the most favorable terms which the Bidder can propose. There will be no best and final offer procedure. The AGENCY does reserve the right to contact a Bidder for clarification of its proposal.

The Apparent Successful Bidder should be prepared to accept this RFP for incorporation into a contract resulting from this RFP. Contract negotiations may incorporate some or all of the Bidder's proposal. It is understood that the proposal will become a part of the official file on this matter without obligation to the AGENCY.

2.10 CONTRACT AND GENERAL TERMS & CONDITIONS

The Apparent Successful Bidder will be expected to enter into a contract that is substantially the same as the sample contract and its general terms and conditions that will be provided as an RFP attachment prior to March 9, 2016. In no event is a Bidder to submit its own standard contract terms and conditions in response to this solicitation. The Bidder may submit exceptions as allowed in the Certifications and Assurances form, Exhibit A to this solicitation. All exceptions to the contract terms and conditions must be submitted as an attachment to Exhibit A, Certifications and Assurances form. The AGENCY will review requested exceptions and accept or reject the same at its sole discretion.

2.11 COSTS TO PROPOSE

The AGENCY will not be liable for any costs incurred by the Bidder in preparation of a proposal submitted in response to this RFP, in conduct of a presentation, or any other activities related to responding to this RFP.

2.12 NO OBLIGATION TO CONTRACT

This RFP does not obligate the state of Washington or the AGENCY to contract for services specified herein.

2.13 REJECTION OF PROPOSALS

The AGENCY reserves the right at its sole discretion to reject any and all proposals received without penalty and not to issue a contract as a result of this RFP.

2.14 COMMITMENT OF FUNDS

The Director of the AGENCY or the Director's delegate is the only individual who may legally commit the AGENCY to the expenditures of funds for a contract resulting from this RFP. No cost chargeable to the proposed contract may be incurred before receipt of a fully executed contract.

2.15 ELECTRONIC PAYMENT

The state of Washington prefers to utilize electronic payment in its transactions. The successful Bidder will be provided a form to complete with the contract to authorize such payment method.

2.16 INSURANCE COVERAGE

Unless the Contractor is a Washington public institution of higher education or an Educational Service District, the Contractor is to furnish the Agency with a certificate(s) of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

The Contractor shall, at its own expense, obtain and keep in force insurance coverage which shall be maintained in full force and effect during the term of the contract. The Contractor shall furnish evidence in the form of a Certificate of Insurance that insurance shall be provided, and a copy shall be forwarded to the AGENCY within fifteen (15) days of the contract effective date.

Liability Insurance

- 1) Commercial General Liability Insurance: Contractor shall maintain commercial general liability (CGL) insurance and, if necessary, commercial umbrella insurance, with a limit of not less than \$1,000,000 per each occurrence. If CGL insurance contains aggregate limits, the General Aggregate limit shall be at least twice the "each occurrence" limit. CGL insurance shall have products-completed operations aggregate limit of at least two times the "each occurrence" limit. CGL insurance shall be written on ISO occurrence form CG 00 01 (or a substitute form providing equivalent coverage). All insurance shall cover liability assumed under an insured contract (including the tort liability of another

assumed in a business contract), and contain separation of insureds (cross liability) condition.

Additionally, the Contractor is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

- 2) **Business Auto Policy:** As applicable, the Contractor shall maintain business auto liability and, if necessary, commercial umbrella liability insurance with a limit not less than \$1,000,000 per accident. Such insurance shall cover liability arising out of "Any Auto." Business auto coverage shall be written on ISO form CA 00 01, 1990 or later edition, or substitute liability form providing equivalent coverage.

Employers Liability ("Stop Gap") Insurance: In addition, the Contractor shall buy employers liability insurance and, if necessary, commercial umbrella liability insurance with limits not less than \$1,000,000 each accident for bodily injury by accident or \$1,000,000 each employee for bodily injury by disease.

Additional Provisions

Above insurance policy shall include the following provisions:

1. **Additional Insured.** The state of Washington, the AGENCY, its elected and appointed officials, agents, and employees shall be named as an additional insured on all general liability, excess, umbrella, and property insurance policies. All insurance provided in compliance with this contract shall be primary as to any other insurance or self-insurance programs afforded to or maintained by the state.
2. **Cancellation.** The AGENCY shall be provided written notice before cancellation or non-renewal of any insurance referred to therein, in accord with the following specifications. Insurers subject to 48.18 RCW (Admitted and Regulation by the Insurance Commissioner): The insurer shall give the state 45 days advance notice of cancellation or non-renewal. If cancellation is due to non-payment of premium, the state shall be given ten (10) days advance notice of cancellation. Insurers subject to 48.15 RCW: The state shall be given twenty (20) days advance notice of cancellation. If cancellation is due to non-payment of premium, the state shall be given ten (10) days advance notice of cancellation.
3. **Identification.** Policy must reference the state's contract number and the agency name.
4. **Insurance Carrier Rating.** All insurance and bonds should be issued by companies admitted to do business within the state of Washington and have a rating of A-, Class VII or better in the most recently published edition of Best's Reports. Any exception shall be reviewed and approved by the AGENCY's Risk Manager, or the Risk Manager for the state of Washington, before the contract is accepted or work may begin. If an insurer is not admitted, all insurance policies and procedures for issuing the insurance policies must comply with Chapter 48.15 RCW and 284-15 WAC.
5. **Excess Coverage.** By requiring insurance herein, the state does not represent that coverage and limits will be adequate to protect Contractor, and such coverage and limits shall not limit Contractor's liability under the indemnities and reimbursements granted to the state in this contract.

Workers' Compensation Coverage

The Contractor will at all times comply with all applicable workers' compensation, occupational disease, and occupational health and safety laws, statutes, and regulations to the full extent applicable. The state will not be held responsible in any way for claims filed by the Contractor or their employees for services performed under the terms of this contract.

3. PROPOSAL INSTRUCTIONS

3.1 Proposal Format and Length

Submit a single proposal that includes all of the professional development tracks your partnership will provide. Each proposal must be written in English and submitted electronically as a single Microsoft Word or PDF format file to the RFP Coordinator, with proposal components arranged in the order listed below:

1. Forms:
 - a. Form 1 Project Abstract
 - b. Form 2 Eligible Partnership Profile
 - c. Form 3 Professional Development Activities Timeline
 - d. Form 4 Project Budget Form (attach accompanying Budget Narrative to Project Budget Form)

2. Proposal Narrative (12 point Calibri font, 1 inch margins, single spaced, 12 pages maximum for one-track proposals, 14 pages maximum for two-track proposals, and 16 pages maximum for 3-track proposals). The proposal narrative includes the following components:
 - a. Professional Development Plan
 - b. Evaluation Plan
 - c. Management Plan
 - d. Project Impact

3. Attachments:
 - a. One-Page Logic Model
 - b. References Cited in the Proposal Narrative
 - c. Exhibit B School Support Certification (one for each school to be served and at least one from each target region served, but projects serving more than 18 schools only need to submit forms for 18 schools total)
 - d. Key Personnel Curriculum Vitae (1 page for each key person)
 - e. Exhibit A Certifications and Assurances (signed by an authorized official)
 - f. Attachments to Exhibit A (if any)

Fonts in forms and attachments may be any legible font not smaller than 9 point. However, the font used for the proposal narrative must be 12 point or larger Calibri.

All pages in the proposal narrative must be sequentially numbered. The page limit for the proposal narrative, including all supporting diagrams, figures, and tables, is 12 pages for one-track proposals, 14 pages for two-track proposals, and 16 pages for 3-track proposals; single spaced, with margins not less than 1 inch all around. Except for required forms and

attachments, all figures, tables, etc. that support the proposal narrative must be included in the body of the proposal narrative and follow the font size and margin limitations. All figures, tables, etc. (except for the 1-page logic model) will count against the page limit and may not be put in attachments or appendices.

Only required components will be forwarded to reviewers. Moreover, only the first 12 (or 14 or 16, depending on number of tracks) pages of proposal narratives longer than these page limits will be forwarded to reviewers.

3.2 FORMS

Provide the information required for each form, following the instructions below. Contact the RFP Coordinator to receive fillable forms in Word or Excel format.

3.2.1 Form 1 Project Abstract

Include a summary of the project that briefly and concisely describes the project's objectives, activities, timeline, and main topics to be covered. Readers will use this to gain an overview of the project. In addition, Project Abstracts for funded projects may be posted on the AGENCY's website or otherwise used to inform the public. The numbers of participants and hours reported must be consistent with those reported in the Eligible Partnership Profile (Form 2) and Professional Development Activities Timeline (Form 3). The DUNS number is required, and the project cannot be funded if the DUNS number is not provided.

3.2.2 Form 2 Eligible Partnership Profile

Provide the information required by the Eligible Partnership Profile (Form 2). Include descriptive bullets summarizing each partner's role and also list key project personnel and their roles. The numbers of participants and hours reported must be consistent with those reported in the Project Abstract (Form 1) and Professional Development Activities Timeline (Form 3).

3.2.3 Form 3 Professional Development Activities Timeline

The timeline must list project activities, mode of delivery (face-to-face or online), number of participants of each type (teacher, highly qualified paraprofessional, and principal/assistant principal), and hours provided during each activity to each type of participant. The numbers of participants and hours reported on Form 3 must be consistent with those reported in the Project Abstract (Form 1) and Eligible Partnership Profile (Form 2).

3.2.4 Form 4 Project Budget Form and Accompanying Budget Narrative (see Exhibit G Criterion 5 for scoring)

Submit a fully detailed Project Budget Form and supporting Budget Narrative, including staff costs and all other expenses necessary to accomplish the tasks and to produce the deliverables under the contract. Bidders are required to collect and pay Washington state sales and use taxes, as applicable.

On the Project Budget Form, split the budget out into columns by partner category according to which partner is using the funds. Categories 1 and 2 refer to required higher education partners, which must be identified by name in the column headers. High-need LEA partners are identified by name in the column header for category 3. All other school districts and schools are reported together in category 4 (do not specify names in the column header but do specify names and break out costs for each in the supporting budget narrative). A fiscal agent optional partner (i.e. a fiscal agent partner that is either an Educational Service District or optional institution of higher education partner) is identified by name in the column header for category 5. All other optional partners are reported together as a group in category 6 (do not specify names in the column header but do specify names and break out costs for each in the supporting budget narrative).

Partners may only charge direct and indirect costs and may not charge fees for services. For example, an institution of higher education (IHE) partner in a partnership whose fiscal agent is an Educational Service District (ESD) may not charge a flat fee for its services to the ESD. Rather, the budget would need to itemize salary, benefits, and costs that the IHE partner will incur and get reimbursed for by the Educational Service District, which will in turn get reimbursed by the AGENCY.

Indirect charged by a partner is considered to be used by that partner and must be budgeted for in the category column corresponding to that partner. Indirect charged by an IHE contributing both the Category 1 and Category 2 partners is allocated as follows: (1) indirect earmarked by the IHE for use by a particular academic unit is allocated to that unit; (2) remaining indirect is then allocated to the academic unit that prepares teachers and/or principals. This is consistent with the idea that the required IHE and its division that prepares teachers and principals count together as a single partner.

Within each partner category, the budget amounts must be split out by expenditure type (e.g. salaries, materials, travel, etc.). Budgets are subject to the constraints described in sections 1.4.1 and 3.2.4.1 of this RFP. All constraints must be followed by projects and reflected in project budgets.

Attach to the Project Budget Form a Budget Narrative that explains how the numbers on the budget form were calculated. The budget must be commensurate with the scope and nature of the professional development and evaluation provided. Furthermore, the budget narrative must provide sufficient detail to enable readers to understand how each budget amount was calculated and to judge whether a budgeted expenditure is reasonable and necessary.

For example, budget narratives must list all personnel by name (if known) and job title and describe how the budgeted compensation for each was calculated (e.g. number of faculty course releases x cost of each for faculty or pay rate x time for administrative staff such as program managers). Supplies and materials must be detailed by type (e.g. books, copies, kits, modules, etc.), unit cost, and quantity. Travel costs must be broken out by type (e.g. lodging, mileage reimbursement, and meals), unit cost, and quantity. For indirect costs, the budget narrative must specify both the rate applied and the base it was applied to. The AGENCY reserves the right to negotiate and approve or disapprove budget items.

3.2.4.1 Fund Use Constraints

Funds must be used solely to accomplish the required project goals. At least 10 percent of the budget must be allocated to each of categories 1 and 2 (required higher education partners). Moreover, no single partner in the eligible partnership may use more than 50 percent of the grant funds available for the project. Check the assurance box at the bottom of the Project Budget Form to provide assurance that this will be the case.

In general, grant funds may only be used for expenditures on eligible costs. Exceptions to eligible and ineligible costs may be considered, but require explicit prior written AGENCY approval in order to be allowed.

Eligible Costs include:

1. Direct costs of professional development designed to accomplish the required project goals. The following are eligible direct costs to record on each line number of the Project Budget Form (Form 4):
 - a. Line 1: Salaries and wages for project personnel and public school substitute teachers, at their regular pay rates. Charges for work performed by higher education faculty members during the academic year must follow all relevant federal cost principles, including but not limited to [2 CFR 200 Section 200.430\(h\)](#).
 - b. Line 2: Fringe benefits associated with the salaries and wages recorded on line 1, such as health insurance, employer retirement contributions, and employer share of payroll taxes.
 - c. Line 3: Independent contractor or subcontractor fees charged by external entities that are not members of the eligible partnership. These fees may be for independent evaluation or cultural competency-related services provided by tribes and/or community-based educational or cultural organizations (either nonprofit or for-profit) that are not partners in the partnership. No other contractual fees may be included in the budget without the AGENCY's prior written approval. This line is not to be used for any costs that are charged by one partner to another partner.
 - d. Line 4: Supplies and materials for professional development activities and project administration.
 - e. Line 5: Stipends for participating teachers, highly qualified paraprofessionals, principals, and assistant principals, but only to compensate them for time outside of their normal work hours. Stipends must not exceed the normal rate participants in the district(s) served by the project get paid for participating in professional development activities. Stipends for public school participants may be paid via the teacher's school. **However, stipends for private school participants must be paid directly to the participants rather than their schools.** Projects are encouraged to find a way to accomplish this that minimizes private school participants' tax burden.
 - f. Line 6: In-state travel costs necessary for professional development activity attendance by participants and planning or attendance by project personnel; or necessary for project personnel to attend AGENCY-hosted project director meetings. The costs must not exceed applicable state per diem rates. Rates as of January 1, 2016 are available at:

<http://www.ofm.wa.gov/resources/travel/colormap1015.pdf>. The rates are subject to change. The costs include temporary dependent care costs that meet the conditions of [2 CFR 200 Section 200.474\(b\)](#).

- g. Line 7: Other reasonable and necessary eligible costs not included in Lines 1-6. Describe these costs in detail in the budget narrative.
2. Related indirect costs, computed using appropriate federally approved indirect rates and cost bases. Non-fiscal-agent partners are not subgrantees of the eligible partnership's fiscal agent. This means that only one layer of indirect may be charged. The budget narrative must specify what indirect rates are used and what cost bases they are applied to.

Ineligible costs include, but are not limited to:

1. Costs associated with writing and presenting the proposal and other costs incurred prior to the start date of the AGENCY's contract with the partnership's fiscal agent partner.
2. Compensation in excess of limits imposed by federal cost principles.
3. **Private schools may not receive any money from the project--rather, private school participants must be paid directly by the project.**
4. Materials for classroom use (rather than for professional development).
5. Rental or use fees charged by any partner for an asset (e.g. a facility, room, office, equipment, parking space, etc.) that the partner owns, unless the partner is able to document that the fee has prior federal approval or is less than or equal to the total depreciation, maintenance, taxes, insurance, and similar costs associated with the asset.
6. Costs of scholarships, fellowships, and other forms of student aid at IHEs, except for tuition remission that meets the requirements of [Uniform Guidance section 200.466](#).
7. Clock hour fees.
8. Costs incurred to support research of individual scholars or faculty members.
9. Equipment purchases, including but not limited to computers, projectors, smart boards, cell phones, or other similar equipment.
10. Costs of attendance at third-party conferences or trainings designed for an audience broader than the participants the project is serving.
11. Travel by project personnel to in- or out-of-state professional meetings/conferences not hosted by WSAC.
12. Travel, (including food, lodging, and transportation) costs in excess of applicable per diem rates.
13. Food and beverages at meetings, except for working lunches that comply with state and federal rules and guidelines and have prior AGENCY approval in writing. See Frequently Asked Questions on Using Federal Funds for Conferences and Meetings—December 2014, available at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>. To obtain prior AGENCY approval, projects will submit a written rationale that contains all of the information requested by the AGENCY, including but not limited to an explanation of why the working lunch is necessary and why the work done during the lunch could not be done during any other time. The cost per person must not exceed the

state lunch per diem rate applicable to the county that the working lunch takes place in. State rates as of January 1, 2016 are available at: <http://www.ofm.wa.gov/resources/travel/colormap1015.pdf>. The rates are subject to change, and project per diem charges may not exceed the rate in force at the time of the working lunch.

14. Indirect costs in excess of those outlined in Eligible Costs above.
15. Indirect charged on the same item of direct cost by more than one partner (in other words, grant funds will only pay for a single layer of indirect).

The AGENCY reserves the right to disqualify expenditures deemed out of compliance with legal or administrative requirements, including but not limited to the requirements outlined in this RFP. If a cost does not fall into one of the categories above, ask the RFP coordinator for technical assistance in determining whether the cost is eligible, and if so, how to categorize it on the budget form.

Financial and/or in-kind contributions are encouraged but not required. Include descriptions of all such contributions in the budget narrative and include value estimates, when appropriate, on the "Additional funding or in-kind contribution from other sources" line of the budget form. In the budget narrative, specify whether each contribution is in-kind or financial, and explain how the value estimates were arrived at.

3.3 Proposal Narrative

The proposal narrative includes 4 components: a professional development plan, an evaluation plan, a management plan, and a project impact section.

3.3.1 Professional Development Plan (See Exhibit G Criteria 1 and 2 for scoring)

Describe objectives and planned activities for achieving the required project goals for the professional development track(s) that the project will offer participants, and explain the project's theory of action. Objectives and activities must be designed to achieve both the teacher and principal/assistant principal goals for every track provided by the project, so make the links between activities, objectives, and goals explicit.

Each project must provide intensive and ongoing professional development activities that add up to at least 48 contact hours per track for each teacher and 12 contact hours per track for each principal/assistant principal (and highly qualified paraprofessional, if served by the project) participating in that track. Contact hours may be either face-to-face or online. Participants must commit to completing at least one track. Describe the project's professional development activities, including the topics to be covered; and explain how these activities will accomplish the required project goals. Cite relevant scientifically-based research (see Section 1.7 Definitions) that supports your approach. Address the concept of *all students* by weaving cultural competency into the professional development activities.

3.3.2 Evaluation Plan

The purpose of the evaluation plan is to evaluate the project's success in attaining each of the required project goals for every track that the project has chosen. In assessing attainment of these goals, the evaluation plan must measure changes in educator

knowledge and practice with regard to each required project goal. In other words, the plan will assess not only what participants have learned but also how well they have applied their learning.

Evaluation may be conducted by internal or external evaluators of the project's choice, subject to state and federal guidelines, such as guidelines on conflict of interest. Independent third party evaluation is not required.

In the evaluation plan, explain how the project will measure what teachers (and highly qualified paraprofessionals, if served by the project) know and do differently in their classrooms and what principals and/or assistant principals know and do differently to support teachers as a result of the professional development. Describe outcomes, data sources, indicators, and objectives for each of the required project goals for every track the proposal offers; and identify the instruments and strategies that will be used for formative and summative evaluation. Specify how and when data will be collected and analyzed and how results of the analysis will be used to monitor progress, make changes in project design if necessary, and provide accountability information about the project's performance.

The AGENCY realizes that project evaluation plans often use participant self-report measures (e.g., participant perception surveys, questionnaires, interviews, or focus groups). However, the AGENCY encourages multiple measures and would like to see survey evidence corroborated with less subjective evidence (e.g., content knowledge assessment instruments, concept maps, rubric-based classroom observations made in person or via video, teacher or student work samples or portfolios, etc.).

3.3.3 Management Plan (see Exhibit G Criterion 3 for scoring)

Provide a description of the proposed project team structure, including the role of each partner in the project. Identify key personnel, including independent contractors, who will plan and implement the project. Indicate their responsibilities and qualifications, and the amount of time each will be assigned to work on the project. Attach one-page vitas for key personnel, which include education, teaching experience, research experience, and any other pertinent information. The Bidder must commit that key personnel identified in its proposal will actually perform the assigned work. Any key personnel substitution must have prior approval of the AGENCY.

3.3.3.1 Risks

The Management Plan must identify potential programmatic and financial risks that are considered significant to the success of the project. Include risks related to all of the following:

- The Bidder's prior experience with similar grants (e.g. Were goals accomplished on time? Was participant recruitment and retention a problem? Were there other problems?).
- Experience level of personnel.
- Newness of systems.
- Previous federal monitoring and audit results, especially any issues related to compliance with federal statutes, regulations, and grant terms and conditions.

Describe how the Bidder would propose to effectively monitor and manage these risks, including reporting of risks to the AGENCY'S contract manager.

3.3.4 Project Impact (see Exhibit G Criterion 4 for scoring)

The purpose of the project impact section is for projects to demonstrate the potential significance of their effect on students, K-12 partners, and higher education partners. Include all of the following elements in your narrative:

1. Explain how teachers' learning will be reflected in improved student learning, academic achievement, and growth for all students; including students in the opportunity gap. This is important because the professional development that educators receive should have improved student outcomes as its ultimate goal. Substantiate the explanation with references to proposal elements that support it, such as student outcome measures.
2. Explain the impact the project will have on closing the opportunity gap at the classroom level for students of color, English Language Learners, students receiving special education, and students in poverty. Substantiate the explanation with a description of how the project will recruit and retain out-of-endorsement teachers⁹ serving these student groups (Track 1) and/or provide expertise relevant to integrating cultural competency into the project's professional development opportunities (tracks 2 and 3).
3. Explain the impact the project will have on closing the opportunity gap at the school level for English Language Learners. Support the explanation by describing how the project will integrate (1) the principles of language acquisition and (2) the use of research-based strategies for English Language Learners into the instructional leadership learning it provides principals/assistant principals. This has been identified as a need based on statewide survey data.
4. Describe the extent of principals' understanding of and support for the project. This is important because change tends to be sustained if it is something leaders value; and level of support is an indicator of the extent to which they value the changes that would result from the project. Evidence to substantiate level-of-support claims may be found in the required School Support Certification attachments (see Exhibit B). This RFP assumes that understanding is a prerequisite for support.
5. Outline a sustainability plan that explains how the project will fit into, complement, leverage, or otherwise integrate with school or district educational improvement plans or other initiatives. This is important because the impact of a professional development project is more likely to be sustainable if the project is integrated into school and/or district plans and is coordinated with or has synergy with other initiatives. Other initiatives to look for coordination and synergy with include, but are not limited to:
 - a. State and privately funded initiatives:
 - i. [Transforming Professional Learning](#) (Office of Superintendent of Public (OSPI), funded by Bill & Melinda Gates Foundation)

⁹ Track 1 projects must address recruiting challenges with regard to particular groups of teachers in their target regions, such as experienced teachers in rural areas who have been teaching for years but do not have the proper endorsement(s).

- ii. [Teacher/Principal Evaluation Program](#) (OSPI)
- iii. [Alternate Routes to Teaching Certification \(Professional Educator Standards Board\)](#) (PESB)
- iv. [Alternate Route To Teaching Block Grants](#) (PESB)
- v. [Educator Retooling Conditional Scholarship Program](#) (PESB)
- vi. [Indian Education 2016 Summer Teaching Institute](#) (Wenatchee Valley College)
- vii. [College Ready Math Initiative](#) (College Spark Washington)
 - 1. [Bridge to College](#) senior year transition courses (OSPI-SBCTC partnership, funded by College Spark Washington as part of College Ready Math Initiative)
- viii. [FieldSTEM](#) (free downloadable educator resources from Pacific Education Institute)
- ix. Other initiatives identified in the proposal

b. Federally funded initiatives:

- i. [21st Century Community Learning Centers](#) (OSPI)
- ii. [Title II Part B Mathematics and Science Partnerships](#) (OSPI)
- iii. [Title VII Indian education programs](#) (School districts)
- iv. [State Needs Projects](#) (OSPI)
- v. [The IRIS Center](#) (Vanderbilt University)
- vi. [Every Student Succeeds Act initiatives](#)
- vii. Other initiatives identified in the proposal

6. In addition, describe the various ways in which faculty involvement with the project will ultimately result in improved teacher/principal preparation programs at the faculty's college or university.

Support your Project Impact narrative with appropriate evidence, such as evaluation measures you plan to use, information from school support certifications (Exhibit B), engagement of tribes and appropriate community-based organizations to provide cultural competency expertise, use of tools in the Digital Library for helping students in the opportunity gap (e.g. the [Digital Library Supporting Students with Disabilities Series](#)), use of [Office of Native Education resources](#), the number and departmental influence of education faculty working in the project, etc.

3.4 Attachments

3.4.1 One-Page Logic Model

Attach a one-page logic model that represents the project's theory of action. The font used in the logic model may be any legible font, but not smaller than 9 point.

3.4.2 References Cited in the Proposal Narrative

Attach a list of references included in the research base that supports the proposal's methodology. Include only scientifically based research (see Section 1.7 Definitions) that is actually cited in the proposal narrative.

3.4.3 School Support Certification

Attach one certification for each school to be served by the project, completed, signed, and dated by the school's principal. Include at least one from each target region served. Projects serving more than 18 schools only need to submit forms for 18 schools total

3.4.4 Key Personnel Curriculum Vitae (including evaluators and cultural competency consultants)

Attach curriculum vitae of key project personnel (one page maximum for each), briefly outlining academic qualifications, relevant employment history, relevant courses taught, relevant research interests and publications, and successful involvement with similar projects. Also indicate whether faculty representing required partner number 1 (college of education or similar academic unit) are tenured/tenure track. Do not include home address, home phone, or home email.

3.4.5 Certifications and Assurances

This (and any attachment to it) is the last page of the proposal and must be signed and dated by an official authorized to legally bind the Bidder to a contractual relationship.

4. EVALUATION AND CONTRACT AWARD

4.1. EVALUATION PROCEDURE

Responsive proposals will be evaluated strictly in accordance with the requirements stated in this solicitation and any addenda issued. The evaluation of proposals shall be accomplished by an evaluation team(s), to be designated by the AGENCY, which will determine the ranking of the proposals.

AGENCY, at its sole discretion, may elect to select the top-scoring firms as finalists for an in-person or online oral presentation; or may select Apparent Successful Bidders without an oral presentation.

The RFP Coordinator may contact the Bidder for clarification of any portion of the Bidder's proposal.

4.2. EVALUATION WEIGHTING AND SCORING

Grants will be awarded through a competitive review process. A reviewer or reviewers will evaluate eligible proposals according to the criteria reflected in the scoring rubric in Exhibit G. Reviewers may also comment on proposals. Compiled scores and comments will be shared with a selection panel designated by the AGENCY. This information will help inform the panel's selection of finalist proposals.

Project planners may be asked to present their proposals in-person or remotely to the selection panel or to make themselves available for questions during one or more selection panel meetings. In ranking proposals or determining whether to fund a project fully, partially, or at all; the panel may consider multiple factors, such as: reviewer scores, comments,

and/or recommendations; proposal components (e.g. budgets and other components); presentations; questions raised about the project; and equitable geographic distribution of projects.

Following the panel's deliberations, AGENCY staff will contact each Apparently Successful Bidder's director or co-directors to discuss any modifications of the proposal that may be required. In order to maximize the impact of limited funds, applicants may be asked to revise the project budget and/or scope of work. Successful negotiations will result in a contract between the AGENCY and the Apparently Successful Bidder(s). Work will begin in accordance with the contract.

If no proposals are selected for funding, AGENCY may either request proposal modifications or end the competition without making an award.

AGENCY reserves the right to award the contract to the Bidder(s) whose proposal is deemed to be in the best interest of the AGENCY and the state of Washington.

4.3. NOTIFICATION TO BIDDERS

The AGENCY will notify each Apparently Successful Bidder of their selection in writing upon completion of the evaluation process. Bidders whose proposals were not selected for further negotiation or award will be notified separately by e-mail.

4.4. COMPLAINT PROCEDURE

Complaints may be made by any prospective Bidder. The complaint process occurs early in the solicitation to catch mistakes and errors before prospective Bidders must submit a bid. A prospective Bidder may file a complaint based on one or more of the following reasons:

- The solicitation unnecessarily restricts competition.
- The evaluation/scoring process is unfair or flawed.
- The requirements are inadequate or insufficient so that a response is difficult to prepare.

Complaints must be in writing, describe the reason(s) for the complaint, and provide sufficient basis for the complaint. The complaint must state the RFP number, the reason(s) for the complaint with specific facts and complete statements of the basis for the complaint. A description of the corrective action or remedy being requested must also be included. Complaints must be signed by the prospective Bidder or an authorized Agent.

Complaints may be submitted by mail, e-mail, or hand delivered and must be addressed to the RFP coordinator.

Complaints must be received by the RFP coordinator no later than 5:00 PM, local time, in Olympia, Washington on the fifth (5th) business days prior to when the proposals are due. Complaints received less than five (5) business days prior to when the proposals are due will be reviewed and considered only as time permits.

The RFP coordinator will respond in writing to all complaints within three (3) business days of receipt of the complaint. The response will include the decision, how the review was conducted, and the basis upon which a decision was made. The AGENCY decision regarding the complaint is not appealable or repeatable.

4.5. DEBRIEFING OF UNSUCCESSFUL BIDDERS AND PROTEST PROCEDURE

Any Bidder who has submitted a proposal and been notified that they were not selected for contract award may request a debriefing. The request for a debriefing conference must be received by the RFP Coordinator within three (3) business days after the Unsuccessful Bidder Notification is e-mailed to the Bidder. Debriefing requests must be received by the RFP Coordinator no later than 5:00 PM, local time, in Olympia, Washington on the third business day following the transmittal of the Unsuccessful Bidder Notification. The debriefing must be held within three (3) business days of the request.

Requests for a debriefing conference must be in writing and describe the reason(s) the debriefing conference is being requested, and provide sufficient basis for the request. The request for a debriefing conference must state the RFP number, the reason(s) for the request with specific facts and complete statements of the basis for the request. A description of the corrective or remedial action being requested must also be included. Requests for a debriefing conference must be signed by the Proposer.

Discussion at the debriefing conference will be limited to the following:

- The AGENCY'S failure to follow the process articulated in the RFP.
- Evaluation and scoring of the Bidder's proposal.
- Critique of the Bidder's proposal based on the evaluation.
- Review of Bidder's final score in comparison with other final scores without identifying the other Bidders.

The RFP coordinator will schedule the debriefing conference for a maximum of one hour which must be held within three (3) business days of the request, and will promptly notify the Bidder of the debriefing conference date and time. Comparisons between proposals or evaluations of the other proposals will not be allowed. Debriefing conferences may be conducted in person or on the telephone and will be scheduled for a maximum of one hour.

Protests may be made only by Bidders who submitted a response to this solicitation document and who have participated in a debriefing conference. Upon completing the debriefing conference, the Bidder is allowed five (5) business days to file a protest of the solicitation with the RFP Coordinator. Protests must be in writing and received by the RFP Coordinator no later than 5:00 PM, local time, in Olympia, Washington on the fifth business day following the debriefing. Protests may be submitted by e-mail, but must then be followed by the document with an original signature.

Bidders protesting this solicitation shall follow the procedures described below. Protests that do not follow these procedures shall not be considered. This protest procedure constitutes the sole administrative remedy available to Bidders under this solicitation.

All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested. A description of the relief or corrective action being requested should also be included.

Only protests stipulating an issue of fact concerning the following subjects shall be considered:

- A matter of bias, discrimination, or conflict of interest on the part of an evaluator.
- Errors or flaws in the scoring process.
- Non-compliance with procedures described in the RFP or AGENCY policy.

Protests not based on one or more of the three issues immediately above will not be considered. Protests will be rejected as without merit if they address issues such as: 1) an evaluator's professional judgment on the quality of a proposal, or 2) AGENCY'S assessment of its own or other agencies' needs or requirements.

Upon receipt of a protest, a protest review will be held by the AGENCY. The AGENCY Director, or an employee delegated by the Director who was not involved in the solicitation, will consider the record and all available facts and issue a decision within ten (10) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

In the event a protest may affect the interest of another Bidder that also submitted a proposal, such Bidder will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

The final determination of the protest shall:

- Find the protest lacking in merit and uphold the AGENCY's action; or
- Find only technical or harmless errors in the AGENCY's acquisition process and determine the AGENCY to be in substantial compliance and reject the protest; or
- Find merit in the protest and provide the AGENCY options which may include:
 - Correct the errors and re-evaluate all proposals; and/or
 - Reissue the solicitation document and begin a new process; or
 - Make other findings and determine other courses of action as appropriate.

If the AGENCY determines that the protest is without merit, the AGENCY will enter into a contract with each Apparent Successful Bidder. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken.

5. RFP EXHIBITS

Exhibit A Certifications and Assurances (made by Bidder) 34
Exhibit B School Support Certification (made by school principals) 35
Exhibit C Forms 36
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Exhibit E Notice of Intent to Apply 42
Exhibit F High-Need School Districts 43
Exhibit G Scoring Rubric 46

CERTIFICATIONS AND ASSURANCES

I/we make the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract:

1. I/we declare that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, I/we may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of 60 days following receipt, and it may be accepted by the AGENCY without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 60-day period.
4. In preparing this proposal, I/we have not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, I/we have described them in full detail on a separate page attached to this document.
5. I/we understand that the AGENCY will not reimburse me/us for any costs incurred in the preparation of this proposal. All proposals become the property of the AGENCY, and I/we claim no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Proposer and will not knowingly be disclosed by him/her prior to opening, directly or indirectly, to any other Proposer or to any competitor.
7. I/we agree that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, I/we have described those exceptions in detail on a page attached to this document.
8. No attempt has been made or will be made by the Proposer to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. I/we grant the AGENCY the right to contact references and others who may have pertinent information regarding the ability of the Bidder and key personnel to perform the services contemplated by this RFP.
10. If any staff member(s) who will perform work on this contract has retired from the State of Washington under the provisions of the 2008 Early Retirement Factors legislation, his/her name is noted on a separate attached page.
11. I/we certify that the Bidder has been audited to the extent required by [2 CFR 200 Subpart F](#) and will comply with the AGENCY's risk assessment process.

We (circle one) **are / are not** submitting proposed Contract exceptions. (See Section 2.10, Contract and General Terms and Conditions.) If Contract exceptions are being submitted, I/we have attached them to this form.

On behalf of the Bidder submitting this proposal, my name below attests to the accuracy of the above statement. We are submitting a scanned signature of this form with our proposal.

Signature of Proposer

Title

Date

SCHOOL SUPPORT CERTIFICATION

School Name:	
School District:	
<p><i>I have read the project proposal and understand the project's purpose and approach, as well as the commitment required from my teachers and myself:</i></p> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><i>I participated actively in the development of the project proposal:</i></p> <input type="checkbox"/> Yes <input type="checkbox"/> Somewhat – Provided advice and insight to proposal team <input type="checkbox"/> No	
<p><i>Please briefly describe how the professional learning offered by this project fits in with school and district plans and other initiatives you are working on:</i></p> 	
<p><i>The classroom teachers at my school would benefit from the training described in this proposal:</i></p> <input type="checkbox"/> Yes, a great deal <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No	
<p><i>I support the funding of this project and will help recruit and encourage my school's teachers to participate.</i></p> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><i>I anticipate at least <u>(fill in the blank)</u> classroom teachers at my school will participate in this project.</i></p>	
<p><i>I plan to actively participate in professional learning offered to administrators.</i></p> <input type="checkbox"/> Yes, I am willing to commit to participate in <u>(fill in the blank)</u> hours of professional development activities offered by the project. <input type="checkbox"/> No	
Principal's Printed Name	
Principal's Signature	
Date	

FORMS

Contact the RFP Coordinator, Mark Bergeson, (markb@wsac.wa.gov) for Word and Excel forms that can be electronically filled out.

Form 1: Project Abstract 37

Form 2: Eligible Partnership Profile..... 38

Form 3: Professional Development Activities Timeline 39

Form 4: Project Budget Form..... 40

FORM 1
PROJECT ABSTRACT

The Project Abstract includes key numbers and a brief summary of the project's objectives, activities, timeline, and main topics to be covered.

1. Name of applicant organization (Bidder)—the fiscal agent partner:

2. DUNS number:

3. Name that corresponds to DUNS number in DUNS system:

4. Address:

5. Title of project:

6. Project director contact information (if there are co-directors, list information for all):

 Name and title:

 Organization and academic unit (if applicable-e.g. University name, College of Education of ESD ###):

 Address:

 Phone:

 Email:

7. Project duration (planned start and end dates):

8. Professional development track(s) (Endorsements; Since Time Immemorial; and/or Digital Library):

9. Content focus (list all core academic subject areas the project will focus on, e.g. mathematics):

10. Grade level focus: (e.g. middle school, high school, 6th-12th grades with primary focus on high school, etc.).

11. Educators served (add clarifying detail as necessary; numbers must be consistent with numbers on Forms 2 and 3):

- a. Number of high-need school districts to be served by project: (____)
- b. Number of other school districts to be served by project: (____)
- c. Number of tribal, public charter, and nonprofit private schools to be served by project (____)
- d. Number of teacher participants to be served by project: (____)
- e. Hours of face-to-face professional development to be provided to each teacher participant: (____)
- f. Hours of online professional development to be provided to each teacher participant: (____)
- g. Number of highly qualified paraprofessional participants to be served by project: (____)
- h. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: (____)
- i. Hours of online professional development to be provided to each highly qualified paraprofessional participant: (____)
- j. Number of principal/assistant principal participants to be served by project: (____)
- k. Hours of face-to-face professional development to be provided to each principal/assistant principal participant: (____)
- l. Hours of online professional development to be provided to each principal/assistant principal participant: (____)

12. Total funding requested (must be consistent with budget form): \$ _____

13. Federally approved indirect cost rate: (____%) (do not round)

14. Federally approved indirect cost base (e.g. total direct cost, modified total direct cost, salaries):

15. Project Summary (500 words or less summarizing project objectives, activities, timeline, and main topics to be covered):

FORM 2
ELIGIBLE PARTNERSHIP PROFILE

Provide the partner information required in the table below (add rows as necessary). Categories 1-3 are required.

Partner Information Requested	Response
Fiscal agent partner name	
Category 1: Required teacher/principal preparation partner(s) – add rows for multiple partners	
Institution name	
Academic unit name	
Academic unit’s role in project (provide at least 2 descriptive bullets)	1. 2. (add bullets as necessary)
Faculty involved (list name and role(s) of each, e.g. project director, instructor, etc.)	1. 2. (add bullets as necessary)
Category 2. Required school of arts and sciences partner(s) – add rows for multiple partners	
Institution name	
Academic unit name	
Academic unit’s role in project (provide at least 2 descriptive bullets)	1. 2. (add bullets as necessary)
Faculty involved (list name and role(s) of each, e.g. project director, instructor, etc.)	1. 2. (add bullets as necessary)
Category 3. High-need local educational agency (school district, tribal school, or public charter school) partner(s) – add rows for multiple partners	
District or other local educational agency name	
Role in project (at least 1bullet)	
Number of teacher participants and grade levels taught	
Number of highly qualified paraprofessional participants	
Number of principal and assistant principal participants	
Category 4. Other (i.e. not high-need) school district or school partners – add rows for multiple partners	
District or school name	
Role in project (at least 1 bullet)	
Number of teacher participants and grade levels taught	
Number of highly qualified paraprofessional participants	
Number of principal and assistant principal participants	
Categories 5 and 6. Other partners – add rows for multiple partners	
Institution or organization name	
Academic unit name if applicable	
Role in project (provide at least 1 descriptive bullet)	
Key personnel involved (list name and role of each)	

Notes:

1. Possible institution/academic unit/organization roles include, but are not limited to: project management and administration, professional development design and/or delivery, identify and recruit teachers for professional development, participate in professional development, provide mentors/coaches/teacher leaders, project evaluation, data collection and analysis, provide technical assistance, provide teacher support (e.g., substitute teachers, release time, planning time), and other (specify what “other” is).
2. Key personnel roles include, but are not limited to: project director or co-director, workshop instruction, professional learning community facilitation, online learning facilitation, evaluation, coaching, conduct classroom observations, and other (specify what “other” is).

FORM 3

PROFESSIONAL DEVELOPMENT ACTIVITIES TIMELINE

Provide a timeline for activities using the following format. The table is filled in with some sample information for a project focusing on tracks 2 and 3 provided as an example, which you will overwrite. Summarize the main topics covered by each activity and indicate which are face-to-face and which are online. Add rows as necessary. Please note that the numbers of participants and hours reported here for each type of participant must sum up to the numbers reported on the Project Abstract (Form 1) and Partnership Profile (Form 2).

Project Professional Development Activity, Number of Hours per Participant, and Delivery Mode	Professional Development Content Covered (List major topics here)	Location	Start Date	End Date
<p>1. Summer institutes provided by education and content area faculty:</p> <p>1.2 Track 2 summer institute: 36 Teachers @ 12 hours 5 Principals @ 6 hours Face-to-face</p> <p>1.3. Track 3 summer Institute: 24 Teachers @ 12 hours 4 principals @ 6 hours Face-to-face</p>	<p>1.2 Track 2 main topics Topic 1.2.A Topic 1.2.B Topic 1.2.C</p> <p>1.3 Track 3 main topics Topic 1.3.A Topic 1.3.B</p>	<p>1.2. Washington College campus</p> <p>1.3. Washington College campus</p>	<p>1.2. 6/27/16</p> <p>1.3. 6/29/16</p>	<p>1.2. 6/28/16</p> <p>1.3. 6/30/16</p>
<p>2. Three weekend workshops during the academic year offered simultaneously to both tracks by faculty in conjunction with ESD coaches: 60 Teachers @ 6 hours per workshop. Face-to-face</p>	<p>2. Main topics Topic 2.A Topic 2.B Topic 2.C</p>	<p>2. ESD ### office</p>	<p>2. October 2016, March 2017, and May 2017 (exact dates TBD)</p>	<p>2. October 2016, March 2017, and May 2017 (exact dates TBD)</p>
<p>3. Six professional learning community meetings among teachers and principals: 60 teachers @ 2 hours per meeting 9 Principals @ 1 hour per meeting Face-to-face</p>	<p>3.2 Track 2 main topics Topic 3.2A Topic 3.2B</p> <p>3.3 Track 3 main topics Topic 3.3A Topic 3.3B</p>	<p>3. Individual School Buildings</p>	<p>3. 10/1/16</p>	<p>3. 5/15/17 (ongoing--schedule determined separately for each school)</p>
<p>4. Online wiki facilitated by ESD staff: 60 Teachers @ 6 hours each online</p>	<p>4.2 Tack 2 main topics Topic 4.2A Topic 4.2B</p> <p>4.3 Track 3 main topics Topic 4.3A Topic 4.3B</p>	<p>4. Individual school buildings and participants' home computers</p>	<p>4. 10/31/16</p>	<p>4. 5/15/17 (ongoing-no fixed schedule)</p>
<p>Etc. (add rows as necessary)</p>				

**FORM 4
PROJECT BUDGET FORM**

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education (IHE) Teacher and/or Principal Preparation Partner(s) (enter institution and academic unit names in parenthesis here)	CATEGORY 2 Required IHE School of Arts and Sciences Partner(s) (enter institution and academic unit names in parenthesis here)	CATEGORY 3 High-Need Local Educational Agency (LEA) Partners (enter names in parentheses here)	CATEGORY 4 All Other School District and School Partners (do not enter names here, but name and break out costs associated with each in budget narrative)	CATEGORY 5 Fiscal Agent Optional Partner (enter name in parentheses)	CATEGORY 6 All Other Optional Partners (do not enter names here, but name and break out costs associated with each in budget narrative)	TOTALS (Sum across columns)
1.	Salary & wages							
2.	Fringe benefits							
3.	Services of independent contractors							
4.	Materials and supplies							
5.	Participant stipends							
6.	Travel							
7.	Other costs (specify, and include no indirect costs)							
8.	TOTAL DIRECT COSTS							
9.	Indirect costs (subject to limits outlined in RFP)							
10.	TOTAL GRANT FUNDS REQUESTED (line 8 + line 9)							
11.	Additional funding or in-kind contribution from other sources							

Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.

Resources

The following resources may be useful to Bidders as they prepare proposals.

Office of Superintendent of Public Instruction

- Adding an Endorsement: <http://www.k12.wa.us/certification/teacher/Endorsement.aspx>
- Office of Native Education: <http://k12.wa.us/indianed/>
 - Since Time Immemorial: <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/>
- Smarter Balanced Digital Library: <http://www.k12.wa.us/SMARTER/DigitalLibrary.aspx>
 - September 29, 2015 webinar with helpful information (see slides 3-27): <http://www.k12.wa.us/TestAdministration/Trainings/default.aspx>
 - Digital Library fact sheet: <http://www.k12.wa.us/SMARTER/pubdocs/DigitalLibraryFactsheet.pdf>
 - Digital Library four-step formative assessment process: <http://www.k12.wa.us/SMARTER/pubdocs/FormativeAssessmentProcess.pdf>
 - Digital Library Spotlight: Supporting Students with Disabilities <http://www.k12.wa.us/SMARTER/pubdocs/SupportingStudentswithDisabilitiesSeries-Sept2015-Jan2016.pdf>
- Mathematics Assessment Resources: <http://www.k12.wa.us/mathematics/assessment.aspx>
- State needs projects (special education): <http://www.k12.wa.us/SpecialEd/stateneeds.aspx>

Professional Educator Standards Board

- Endorsement competencies: <http://program.pesb.wa.gov/endorsements/list>
- Endorsement pathways: <http://www.pesb.wa.gov/educators/pathways>

Washington Student Achievement Council.

- Educators for the 21st Century home webpage: <http://www.wsac.wa.gov/21-educators>

The AGENCY will use this webpage to post information about webinars and other resources relevant to this RFP. Contact the RFP coordinator if you would like to be placed on an email list to receive notice of webpage updates and announcements.

US Department of Education

- No Child Left Behind Act: <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>
 - No Child Left Behind Act Section 2134 (use of funds): <http://www2.ed.gov/policy/elsec/leg/esea02/pg23.html#sec2134>
 - Title II Part A Nonregulatory Guidance (see sections F and G): <http://www2.ed.gov/programs/teacherqual/guidance.pdf>

Notice of Intent to Apply (Required)

The Notice of Intent to Apply (NOI) is required but not scored. The purpose of the NOI is to help the AGENCY plan for proposal review and also to enable early identification of potential challenges with regard to partnership eligibility, target audience, or focus. The AGENCY understands that information supplied in the NOI may change by the time the proposal is submitted.

- A. Notice of Intent Submission Deadline - In order to be eligible to submit a proposal, an eligible partnership must first submit a separate Notice of Intent (NOI) by 5:00 p.m. Pacific Standard Time on Wednesday, March 9, 2016. Only eligible partnerships that submit their NOIs by this deadline and receive notification of its acceptance by the AGENCY will have their proposals considered. The NOI must be submitted electronically as a single Microsoft Word or PDF file e-mailed to the RFP Coordinator (markb@wsac.wa.gov). Please allow time for transmission over the internet to be complete by 5:00 p.m.
- B. Notice of Intent Format and Length - NOIs must be submitted in 12 point Calibri font, with margins not less than 1 inch. All pages must be numbered. Recommended (but not required) length: 2 pages or less.
- C. Notice of Intent Components - Provide the following information, in the following order:
 1. Project director (and co-director, if applicable) name, title, email, and phone number
 2. Indicate whether you would like your contact information shared with other applicants, to explore the possibility of coordinating or combining efforts.
 3. Describe the partnership:
 - a. Fiscal agent partner name.
 - b. List names of required partners:
 - i. Name of each required partner that is a private or public institution of higher education (IHE) and its division that prepares teachers and principals.
 - ii. Name of each required partner that is 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. Projects covering multiple core academic subjects must include a sufficient number of school of arts and sciences partners offering appropriate academic majors to ensure that the partnership has sufficient subject matter expertise, given the track(s) chosen by the project and the academic subjects in which the teachers served by the project teach.
 - iii. Names of high-need local educational agency partners.
 - c. List Names of other partners, including nonprofit private schools.
 4. Target audience statistics (number of teachers, highly qualified paraprofessionals, principals, and assistant principals to be served).
 5. Identify the professional development track(s) the project will offer.
 6. Identify the project's primary core academic subject and grade level focus area(s)
 7. State the number of ESD regions served.
 8. Provide a rough estimate of funding needed.

EXHIBIT F

List of High-Need School Districts by Target Region⁸

Line Number	Target Region	School District Name	Age 5-17 Population Estimate Based on 2014 Federal Estimates
1	ESD 101	Chewelah School District	981
2		Colville School District*	1,852
3		East Valley School District (Spokane)	4,665
4		Inchelium School District**	221
5		Lind School District	264
6		Mary Walker School District**	592
7		Newport School District*	1,254
8		Northport School District	197
9		Orient School District	100
10		Palouse School District	239
11		Selkirk School District**	298
12		Spokane Public Schools*	33,895
13		Sprague School District*	115
14		Steptoe School District*	43
15		Valley School District	280
16		Washtucna School District	46
17	ESD 105	Grandview School District	3,709
18		Granger School District*	1,585
19		Mabton School District	952
20		Mount Adams School District	1,129
21		Naches Valley School District**	1,476
22		Sunnyside School District*	6,217
23		Toppenish School District	3,612
24		Wahluke School District**	2,201
25		Wapato School District	3,444
26		Yakima School District**	15,645

* Core academic subject out-of-endorsement rate is higher than the statewide average of 12.5 percent.

** Core academic subject out-of-endorsement rate is more than double the statewide average.

⁸ This list includes all school districts that have been determined to meet the definition of high-need local educational agency outlined in NCLB Section 2102(3), based on 2014 federal Small Area Income and Poverty Estimates data and 2015 OSPI Equity Plan out-of-field teacher data and 2014-15 OSPI Statewide Report Card data. These are the most current data available as of the publication of this RFP.

List of High-Need School Districts by Target Region Continued

Line Number	Target Region	School District Name	Age 5-17 Population Estimate Based on 2014 Federal Estimates
27	ESD 112	Kelso School District*	5,263
28		Longview Public Schools*	7,271
29		Naselle-Grays River Valley School District	359
30		Ocean Beach School District	884
31		Stevenson-Carson School District**	1,047
32		Trout Lake School District*	154
33		Wahkiakum School District*	459
34		Woodland School District*	2,277
35	ESD 113	Grapeview School District	275
36		Hood Canal School District	624
37		Hoquiam School District*	1,759
38		Lake Quinault School District*	196
39		McCleary School District	493
40		Morton School District*	324
41		Mossyrock School District*	598
42		North River School District	34
43		Ocosta School District	685
44		Shelton School District	3,480
45		Taholah School District**	209
46		White Pass School District	427
47		Winlock School District*	769
48	ESD 114	Bremerton School District	5,225
49		Brinnon School District**	92
50		Cape Flattery School District*	444
51		Crescent School District	362
52		North Mason School District*	2,096
53		Port Angeles School District**	4,288
54		Queets-Clearwater School District*	43
55		Quillayute Valley School District	1,253
56	ESD 121	Auburn School District	16,418
57		Highline School District*	20,953
58		Tacoma Public Schools	33,552
59		Tukwila School District**	3,167

* Core academic subject out-of-endorsement rate is higher than the statewide average of 12.5 percent.

** Core academic subject out-of-endorsement rate is more than double the statewide average.

List of High-Need School Districts by Target Region Continued

Line Number	Target Region	School District Name	Age 5-17 Population Estimate Based on 2014 Federal Estimates
60	ESD 123	Clarkston School District	2,893
61		College Place School District*	1,938
62		Dayton School District	578
63		Kahlotus School District	82
64		Kiona-Benton School District*	1,750
65		North Franklin School District	2,307
66		Othello School District	4,056
67		Pasco School District	18,145
68		Prosser School District*	3,116
69	ESD 171	Brewster School District	1,038
70		Bridgeport School District*	809
71		Coulee-Hartline School District	200
72		Entiat School District*	381
73		Ephrata School District	2,505
74		Lake Chelan School District	1,222
75		Methow Valley School District**	632
76		Nespelem School District	290
77		Okanogan School District	999
78		Omak School District*	1,836
79		Oroville School District	727
80		Palisades School District	59
81		Soap Lake School District*	496
82		Warden School District	1,022
83		Waterville School District*	280
84	ESD 189	Concrete School District	724
85		Coupeville School District*	1,048
86		La Conner School District	599
87		Lopez School District**	224

* Core academic subject out-of-endorsement rate is higher than the statewide average of 12.5 percent.

** Core academic subject out-of-endorsement rate is more than double the statewide average.

EXHIBIT G

SCORING RUBRIC

Guidance for Reviewers

Proposal scoring is segmented into five review criteria, each with a list of desired attributes to look for in a proposal. Criterion 1 attributes, called key attributes, are worth twice as many points as the attributes for criteria 2-5. Please assign scores based on the following general scoring guide:

Score Range	Scoring Guide
4-5 points per attribute or 8-10 points per key attribute	The proposal exhibits desired attributes to a superior degree
2-3 points per attribute or 4-7 points per key attribute	The proposal exhibits desired attributes to an adequate degree
0-1 point per attribute or 0-3 points per key attribute	The proposal exhibits desired attributes to an inadequate degree

A comment box below each criterion provides space to write about why you assigned the score you did, strengths you noticed, and suggestions you have for making the proposal stronger. Evidence with regard to scoring may be drawn from any part of the proposal, including narrative, forms, and attachments.

Projects may choose one or more of three professional development tracks outlined below:

- Track 1 – Teaching endorsements
- Track 2 – Since Time Immemorial curriculum
- Track 3 – Smarter Balanced Digital Library

The scoring rubric uses a uniform format for all tracks, with common content to the extent possible. There are **100 points possible**, regardless of the number of tracks the proposal includes. When scoring a proposal, consider all of the tracks being addressed by the proposal. This means that, to get a high score on any criterion or attribute, a multi-track proposal needs to do well on all tracks.

Professional development offered to teachers may also include highly qualified paraprofessionals--paraprofessionals who have 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.

Important Note: Each scoring rubric that is sent to a reviewer will only include the track information appropriate to the proposal being reviewed. The rubric will have a cover page with administrative information, including but not limited to Bidder name, project title, reviewer number, and a space to enter the overall proposal score.

CRITERION 1 – ATTAINMENT OF TEACHER GOAL(S) (Up to 10 points per key attribute and 30 points total are possible)

Total Criterion 1 Score ___/30 (sum of key attribute scores below)

KEY ATTRIBUTES 1.1-1.3 will help projects accomplish the following goal(s):

- **Track 1 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.
- **Track 2 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*.
- **Track 3 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*.

The concept of *all students* includes those in the opportunity gap, so projects are expected to address goals containing that phrase through integration of cultural competency into the professional learning opportunities the project will provide.

Note: The rubric that a reviewer receives will list only the goals appropriate to the professional development tracks offered by the project under review.

Key Attribute 1.1 The proposal includes multiple, challenging yet realistic, measurable objectives for changes in teachers’ knowledge and practice that, if met, indicate accomplishment of the goal(s).

Key Attribute Score ___/10

Key Attribute 1.2 The proposal includes multiple research-based professional development activities for teachers that will help ensure that the goal(s) is (are) accomplished.

Key Attribute Score ___/10

Key Attribute 1.3 The proposal’s evaluation plan includes multiple credible sources of evidence for assessing changes in teachers’ knowledge and practice related to accomplishment of the goal(s).

Key Attribute Score ___/10

Criterion 1 Comments:

CRITERION 3 - MANAGEMENT PLAN (Up to 5 points per attribute and 15 points total are possible.)

Total Criterion 3 Score ___/15 (sum of attribute scores below)

Attribute 3.1 The management plan clearly defines roles and responsibilities of key personnel from each partner in the planning, implementation, and governance of *each track* of the project. Education and experience of key personnel makes them well qualified to plan and implement the project's chosen professional development track(s) and integrate cultural competency into the professional learning opportunities provided by the project.

Attribute Score ___/5

Attribute 3.2 The management plan contains a risk assessment that presents a balanced picture of risk that does not appear to be overly optimistic and outlines a conscientious plan for effectively monitoring and managing programmatic and financial risk.

Attribute Score ___/5

Attribute 3.3 Qualified key personnel from the required higher education teacher and or principal preparation partner have a significant role or roles in each track of the project.

Attribute Score ___/5

Criterion 3 Comments:

CRITERION 4 - PROJECT IMPACT (Up to 5 points per attribute and 30 points total are possible.)

Total Criterion 4 Score ___/30 (sum of attribute scores below)

The project will have a measurable, significant impact on:

Attribute 4.1 Student outcomes. The Proposal Impact section of the proposal does a convincing job of explaining how teachers' learning will lead to improved student learning that will ultimately be reflected in improved achievement and growth for all students, including students in the opportunity gap. To support this explanation, the evaluation plan includes at least one appropriate student learning measure. Possible student learning measures include but are not limited to student work samples, surveys, interviews, or formative or interim test scores.

Attribute Score ___/5

Attribute 4.2 Closing the opportunity gap in the classroom. The Proposal Impact section of the proposal convincingly explains how the recruitment of target groups of participant teachers (Track 1) and/or cultural competency integrated into participants' professional learning (Track 2 and Track 3) will help close the opportunity gap. In support of this explanation:

- **Track 1:** The proposal includes a credible, likely-to-be-effective plan for recruiting and retaining out-of-endorsement teachers of students of color, English Language Learners, students receiving special education, and students in poverty. These are the key groups identified in the state's [Equity Plan](#).
- **Track 2:** The proposal includes a meaningful professional development design and/or delivery role for one or more of [Washington's federally recognized tribes](#).
- **Track 3:** The proposal includes a meaningful professional development design and/or delivery role for one or more of [Washington's federally recognized tribes](#) or community-based organizations with expertise related to cultural competency.

Note: the rubric that a reviewer receives will list only the goal(s) appropriate to the professional development track(s) offered by the project under review.

Attribute Score ___/5

Attribute 4.3 Closing the opportunity gap at the school level. The Proposal Impact section of the proposal includes a convincing description of how the project will integrate (1) principles of language acquisition and (2) the use of research-based strategies for English Language Learners into the instructional leadership learning it provides principals/assistant principals.

Attribute Score ___/5

Attribute 4.4 Sustainability indicated by principal support. The proposal includes convincing evidence that principals involved understand and support the project. Evidence includes, but is not limited to, the extent to which signed School Support Certification forms (Attachment B) indicate such understanding and support.

Attribute Score ___/5

Attribute 4.5 The sustainability plan convincingly explains how the project will integrate with school and/or district educational improvement plans and also how the project will be coordinated with and have synergy with other initiatives in schools and districts served, such as:

- a. State and privately funded initiatives:
 - i. [Transforming Professional Learning](#) (Office of Superintendent of Public (OSPI), funded by Bill & Melinda Gates Foundation)
 - ii. [Teacher/Principal Evaluation Program](#) (OSPI)
 - iii. [Alternate Routes to Teaching Certification \(Professional Educator Standards Board](#) (PESB)
 - iv. [Alternate Route To Teaching Block Grants](#) (PESB)
 - v. [Educator Retooling Conditional Scholarship Program](#) (PESB)
 - vi. [Indian Education 2016 Summer Teaching Institute](#) (Wenatchee Valley College)
 - vii. [College Ready Math Initiative](#) (College Spark Washington)
 - 1. [Bridge to College](#) senior year transition courses (OSPI-SBCTC partnership, funded by College Spark Washington as part of College Ready Math Initiative)
 - viii. [FieldSTEM](#) (free downloadable educator resources from Pacific Education Institute)
 - ix. Other initiatives identified in the proposal

- b. Federally funded initiatives:
 - i. [21st Century Community Learning Centers](#) (OSPI)
 - ii. [Title II Part B Mathematics and Science Partnerships](#) (OSPI)
 - iii. [Title VII Indian education programs](#) (School districts)
 - iv. [State Needs Projects](#) (OSPI)
 - v. [The IRIS Center](#) (Vanderbilt University)
 - vi. [Every Student Succeeds Act initiatives](#)
 - vii. Other initiatives identified in the proposal

Attribute Score ___/5

Attribute 4.6 Teacher/principal preparation programs. The proposal makes a convincing case for how faculty involvement with the project will ultimately improve specific aspects of the teacher/principal preparation program(s) offered by higher education partner(s).

Attribute Score ___/5

Criterion 4 Comments:

CRITERION 5 PROJECT BUDGET (Up to 5 points per attribute and 10 points total are possible)

Total Criterion 5 Score ___/10 (sum of attribute scores below)

Attribute 5.1 The budget and budget narrative contain sufficient detail for the reviewer to understand how budget amounts are computed.

Attribute Score ___/5

Attribute 5.2 The direct costs included in the budget reasonable and necessary, given the scope and nature of the project. Costs do not look high or potentially unnecessary.

Note: *Disregard indirect costs. The appropriateness of those will be determined by Washington Student Achievement Council staff.*

Attribute Score ___/5

Criterion 5 Comments:

GENERAL COMMENTS AND SUGGESTIONS

General comments and suggestions about the project overall or that span multiple aspects of the project.

