

**STATE OF WASHINGTON**  
**Washington Student Achievement Council**

**REQUEST FOR PROPOSALS (RFP)**

**NO. 13-RFP217**

**REVISED APRIL 23, 2013**

**TITLE:** Washington Student Achievement Council Educators for the 21<sup>st</sup> Century 2013-15 Professional Development Grant Program

**FUNDING:** Funded under the No Child Left Behind Act of 2001:

- Up to \$1.2 million (100 percent federally funded)
- Title II, Part A, Subpart 3 Teacher and Principal Training and Recruiting Fund (U. S. Department of Education CFDA 84.367B)

**NOTICE OF INTENT TO APPLY DUE DATE:** April 9, 2013 – 5:00 p.m., Pacific Daylight Time, Olympia, Washington. Only emailed notices will be accepted.

**PROPOSAL DUE DATE:** May 6, 2013 – 5:00 p.m., Pacific Daylight Time, Olympia, Washington. Only emailed proposals will be accepted.

**ESTIMATED TIME PERIOD FOR CONTRACT:** July 1, 2013 – June 30, 2014 (one year projects) or July 1, 2013 – June 30, 2015 (two year projects). The Washington Student Achievement Council (Council) reserves the right to extend a contract for either type of project up to 12 additional months at its sole discretion.

**APPLICANT ELIGIBILITY:** This competition is open to eligible partnerships that satisfy the minimum qualifications stated herein and that are available for work in Washington State.

**NOTE:** If you download this RFP from an agency website 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 RFP amendments and other information.

## TABLE OF CONTENTS

I.	Anticipated Timeline.....	2
II.	Bidder’s Conference.....	2
III.	Revisions to this Request for Proposals.....	3
IV.	Grant Program Description.....	3
	Introduction .....	3
	Period of Performance.....	3
	Funding .....	4
	Who May Apply for a Grant (Eligible Partnerships) .....	5
	Target Audience for Projects (Eligible Participants) .....	6
	State and Federal Legal and Administrative Requirements .....	7
	Required Project Goals.....	7
	Review Process.....	8
	Proposal Scoring.....	8
	Rejection of Proposals.....	9
	No Obligation to Contract .....	9
	Project Administration .....	9
V.	Required Notice of Intent to Apply .....	10
	A. Notice of Intent Submission Deadline.....	10
	B. Notice of Intent Format and Length .....	10
	C. Notice of Intent Components.....	10
VI.	Proposal Instructions .....	11
	A. Proposal Submission Deadline .....	11
	B. Proposal Format and Length.....	11
	C. Proposal Components .....	11
	Glossary .....	21
	Appendix A List of High-Need School Districts.....	25
	Appendix B Scoring Rubric.....	27
	Appendix C Forms.....	36

**Washington Student Achievement Council**  
**Educators for the 21<sup>st</sup> Century 2013-15 Professional Development Project Grant**  
**Program**  
**Request for Proposals (RFP)**

Questions regarding the RFP and the review and selection process must be directed to the RFP Coordinator, Mark Bergeson, at [markb@wsac.wa.gov](mailto:markb@wsac.wa.gov) or 360-753-7881. The RFP Coordinator is the sole point of contact for this RFP. Any communication that is not a written communication from the RFP Coordinator will be considered non-binding.

## **I. Anticipated Timeline**

- March 25, 2013 – Release request for proposals
- April 3, 2013 – Bidder’s conference (attendance encouraged, but not mandatory)
- **April 9, 2013 (5:00 p.m.) –Notice of Intent to Apply due** (required, but not scored)
- **May 6, 2013 (5:00 p.m.) – Proposals due**
- June 3, 2013 – Finalists notified
- June 6, 2013 – Finalist interviews (in person or via ITV)
- June 7, 2013 – Notification of awards and beginning of contract negotiations
- July 1, 2013 – Projects with executed contracts may start work

## **II. Bidder’s Conference**

A bidder’s conference is scheduled to be held on April 3, 2013 from 10:00 a.m.-noon and again (repeat session) from 1:00 p.m.-3:00 p.m., Pacific Daylight Time. Bidders may either attend via the K20 ITV system or in person at the Washington Student Achievement Council office at 917 Lakeridge Way SW, Olympia Washington 98502. Attendance is recommended but not mandatory. RSVP by providing the following information to the RFP coordinator by 1:00 p.m. on April 1, 2012:

- Contact person name and title
- Contact person email
- Contact person phone number
- K20 Online Resource Reservation System (KORRS) site resource name<sup>1</sup>
- Number of attendees
- Names and titles of attendees (and indicate whether each is attending in person or via ITV)

The Council will be bound only to its written answers to questions. The Council intends to make a written summary of questions and responses available to each applicant who timely submitted a Notice of Intent

---

<sup>1</sup> The KORRS site resource name should be available from the person who schedules ITV services for your organization.

to Apply (NOI) or who made the RFP Coordinator aware of its interest in receiving the questions and responses.

### **III. Revisions to this Request for Proposals**

The Washington Student Achievement Council (the Council) reserves the right to revise or cancel this Request for Proposals (RFP), in whole or in part, prior to execution of a contract. In the event that such action becomes necessary, the Council will publish revisions or a cancellation notice on its website. Updates are currently available at: <http://www.wsac.wa.gov/Educatorsfor21stCentury>.

Applicants who wish to be kept up to date on the status of this RFP and receive revision or cancellation notices are responsible for e-mailing a contact name and e-mail address to the RFP coordinator. Applicants may rely only on written status statements issued by the RFP coordinator. Any other communication will be considered to be unofficial and non-binding.

### **IV. Grant Program Description**

#### **Introduction**

Subpart 3 of Title II, Part A of the No Child Left Behind Act (NCLB) authorizes a competitive grant program to fund professional development partnerships between institutions of higher education and school districts. The professional development is designed to help teachers and highly qualified paraprofessionals deepen their subject matter knowledge and use State academic content standards to teach more effectively; and to help principals and assistant principals gain instructional leadership skills. The Washington Student Achievement Council administers this program in Washington. This year, the program will focus on providing professional learning to support implementation of the *Common Core State Standards (CCSS) for Mathematics* and/or the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.

#### **Period of Performance**

Applicants may propose one-year or two-year professional development projects. In either case, the period of performance of initial contracts resulting from this RFP is tentatively scheduled to begin on or about July 1, 2013 and to end on June 30, 2014. For two-year projects, this initial period of performance may be extended through June 30, 2015 upon approval of a continuation application. The Council reserves the right to extend contracts at its sole discretion. This includes the right to offer a no-cost extension to either one- or two-year projects for an additional period not to exceed 12 months beyond their proposed end dates.

## Funding

Contingent on the availability of federal funding, the Council plans to spend a total of up to \$1.2 million to fund one or more<sup>2</sup> professional development projects that meet the following funding conditions:

1. Funding is only available to serve school districts within Educational Service Districts (ESDs), 105, 112, 113, 121, 123, and 171, which this RFP will refer to as target regions. Funding is not available for projects serving school districts in ESDs 101, 114, or 189.<sup>3</sup> This is because the Council currently funds projects serving school districts within those ESDs, and the No Child Left Behind Act (NCLB) requires equitable geographic distribution of service across various regions of the state. This requirement may trump proposal scores in determining which proposals get funded.
2. A project may serve school districts in more than one target region, but no more than \$100,000 (for two-year projects) or \$150,000 (for one-year projects) per year may directly benefit school districts in a particular target region. One year projects end on June 30, 2014.
3. A project may not serve schools currently served by the Office of Superintendent of Public Instruction's Title IIB Mathematics and Science Partnership grants. This requirement is intended to ensure that Title II professional development grant funds are not concentrated in a few schools. It is the applicant's responsibility to verify with principals or other appropriate officials that schools the proposal contemplates serving are not currently being served under the Title IIB grant program.
4. Each project may apply for one or two years of funding, beginning July 1, 2013. Two-year projects must continue offering professional development to first year participants during the second year. Furthermore, two-year projects must produce at least one online professional development module for broad distribution at no charge throughout partnering school districts by the end of the second year. See the Dissemination Plan instructions on page 19.
5. The total funding available per project depends on project duration and number of target regions served. For example, a single large two-year project that serves school districts in all six target regions and produces an online professional development module is eligible for up to \$1,200,000. However, a small one-year project serving school districts during 2013-14 in a single target region would be eligible for at most \$150,000.
6. Multi-region projects must be capable of being scaled down to serve school districts in fewer target regions, in case our proposal review process determines that competing projects would better serve one or more of the target regions proposed to be served by the multi-region project.
7. The availability and amount of funding for each year of each project is contingent on:
  - a. Council evaluation and approval of the project's proposal and subsequent performance, including, but not limited to, approval of all reports;
  - b. Council approval of the project's annual project continuation application (only for projects lasting more than one year);

---

<sup>2</sup> The number of projects funded will be determined by the quality of proposals submitted, the geographic distribution of the projects, and the size of negotiated final budgets relative to the total funds available. \$1.2 million (100 percent) of the funding is federal, and \$0 (0 percent) is from non-governmental sources.

<sup>3</sup> However, educators from schools in these ESDs may participate if they can be served at no or negligible extra cost. For example, educators may use online materials developed to serve participants in target ESDs, or they may participate without compensation in face-to-face activities if space is available. However, the grant will not pay stipends, or substitute pay, or similar costs for such educators.

- c. Council assessment of the likelihood of successful future performance, based on reports, other forms of project monitoring, and the annual project continuation application (for projects lasting more than one year); and
- d. The availability of federal funding to support the Educators for the 21st Century program. Federal funding comes from the Council's annual Title II federal award. If Congress reauthorizes the Elementary and Secondary Education Act within a project's lifetime or reduces Title II awards from historical levels, the new law and/or funding levels may require that the project significantly modify its activities and/or budget, or that it cease operating.

### **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 only one proposal, although a particular partner may be a member of more than one eligible partnership. 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:<sup>4</sup>

1. A private or public Washington state 4-year college or university and its division that prepares teachers and principals (the college/university and its division that prepares teachers and principals count as a single partner for purposes of meeting requirement 1);
2. A private or public Washington state 4-year college or university's school of arts and sciences<sup>5</sup> 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; and
3. At least one high-need school district from the list in Appendix A. Projects providing service within multiple target regions must serve at least one high-need school district from each target region.

The fiscal agent for the eligible partnership may be any of the required partners, an optional two- or four-year institution of higher education partner, or an educational service district partner. The fiscal agent submits the eligible partnership's proposal to the Council, negotiates a contract with the Council, invoices the Council for work done by the partnership, and serves as the lead partner and main contact with the Council 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. The US Department of Education has determined that non-fiscal agent partners are not subgrantees of the fiscal agent partner.

The project director or at least one co-director must be a tenured or tenure-track faculty member of the division that prepares teachers and principals or school of arts and sciences specified in requirements 1 or

---

<sup>4</sup> All partners that are institutions of higher education must be accredited by the Northwest Commission for Colleges and Universities. Furthermore, the partner specified in requirement 1 above must be approved by the state to prepare licensed teachers and/or principals.

<sup>5</sup> A partnership focused on supporting implementation of the CCSS for Mathematics may meet this requirement by including a mathematics department or other academic unit that offers a mathematics major. A partnership focused on supporting implementation of the CCSS for English Language Arts and Literacy may meet the requirement by including an English department or other academic unit offering an appropriate academic major, but only if approved by the Council prior to inclusion in the proposal. A partnership focused on supporting implementation of both the CCSS for Mathematics and for English Language Arts and Literacy must include a mathematics department and at least one other academic unit offering an appropriate academic major (subject to prior Council approval).

2 above or of a fiscal agent community or technical college. 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 any of the following optional partners:

1. Additional school districts, whether high-need or not;
2. Additional 4-year colleges or universities;
  - a. The division of such an institution that prepares teachers and principals;
  - b. Additional schools of arts and sciences within such institutions;
3. Community or technical colleges (CTCs);
4. Educational service districts (ESDs);<sup>6</sup>
5. Entities carrying out pre-kindergarten programs;
6. K-12 schools (including public schools, public charter schools, and private nonprofit schools);
7. Nonprofit cultural organizations;
8. Nonprofit educational organizations;
9. Businesses;
10. Principal organizations; or
11. Teacher organizations.

The eligible partnership must offer equitable participation (see glossary) to educators from private nonprofit secondary or elementary schools in accordance with ESEA Section 9501 and applicable regulations. Each partnership must contact nonprofit private schools in 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.

### **Target Audience for Projects (Eligible Participants)**

Projects may only serve in-service P-12 educators. The term educators means teachers, highly qualified paraprofessionals (HQPPs),<sup>7</sup> and principals or assistant principals responsible for educational leadership. Grant-funded participation of pre-service participants is limited to pre-service teachers who are also highly qualified paraprofessionals. All projects must serve teachers and principals/assistant principals, but serving highly qualified paraprofessionals is optional.

---

<sup>6</sup> Here the term ESD refers to an agency rather than a region.

<sup>7</sup> Highly qualified paraprofessionals have at least two years of classroom experience and either postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

To be eligible to participate, principals and assistant principals must be responsible for instructional leadership in mathematics or English language arts and literacy in their schools. The professional development they receive must be specifically designed to improve their ability to lead teachers of mathematics or English Language Arts and literacy. General instruction to train principals for entry-level positions or advancement opportunities is not eligible for funding.

Projects must focus, to the extent feasible, on serving school teams (including principals/assistant principals). In order for a school to participate in the project, its principal or assistant principal must actively participate in the project's professional development activities for at least 8 hours per year.

### **State and Federal Legal and Administrative Requirements**

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) and federal cost principles; as well as program-specific requirements applicable to Title II Part A Subpart 3 of the No Child Left Behind Act (NCLB). Program-specific requirements include those in NCLB Sections 2101-2103, 2131-2134, 9101, and 9501. Section 2134 outlines program-specific federal constraints on what activities the grant can fund.

### **Required Project Goals**

To be eligible for funding under this RFP, projects must deliver professional development designed explicitly to accomplish all of the following project goals, which reflect the requirements of NCLB section 2134 and state Common Core State Standards (CCSS) implementation priorities:

1. Primary Goal – Teachers (and highly qualified paraprofessionals if served by the project) and principals/assistant principals are able to use the CCSS to improve instructional practices and student academic achievement;
2. Supporting Goal – Teachers (and highly qualified paraprofessionals if served by the project) and (if appropriate) principals/assistant principals have subject matter knowledge in the core academic subjects<sup>8</sup> the teachers teach (including use of computer related technology to enhance student learning) that will help them implement the CCSS; and
3. Supporting Goal - Principals/assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the CCSS to help students master core academic subjects.

To be funded, a project must address all three of these goals; and proposals may not include other goals. Nor may proposals include objectives or activities that are unrelated or only peripherally related to accomplishing any of the three required project goals. *These three goals define the allowable uses of funds. Uses that accomplish them only peripherally or not at all are not allowed.*

These goals are intended to ensure that participating teachers and highly qualified paraprofessionals gain standards-based instruction skills and subject-matter knowledge (including but not limited to pedagogical content knowledge) in the subject areas they teach. The goals are also intended to ensure that participating principals and assistant principals gain subject-matter knowledge (if appropriate) and

---

<sup>8</sup> For purposes of this RFP, the term “subject matter knowledge” means knowledge of core academic subjects that the teachers teach. The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.



instructional leadership skills to help them be instructional leaders in these subject areas. The professional development provided to principals/assistant principals must be designed specifically to enhance their ability to lead teachers in implementing the CCSS.

All projects must serve both teachers and principals/assistant principals and may serve highly qualified paraprofessionals. All projects must directly address goals 1 and 2 for teachers (and highly qualified paraprofessionals, if served by the project) and goal 3 for principals and/or assistant principals. Projects may directly address goals 1 and 2 for principals/assistant principals too.

## **Review Process**

The Council may screen all project proposals for: formatting; completeness; eligibility of partners; computational correctness and internal consistency of participant statistics reported on forms and in the proposal narrative; properly completed budget forms that contain numbers supported in sufficient detail by a budget narrative; and compliance with other RFP or legal requirements. Based on this screening, the Council may: waive minor administrative requirements, disqualify a proposal, or request modifications to make the proposal eligible for programmatic review. The applicant will have 24 hours to respond to requests for modifications.

Grants will be awarded through a competitive review process. The programmatic review and scoring of each proposal will be based on criteria designed to support high-quality professional development. This process is intended to identify the proposals that best meet the needs of Washington's eligible schools.

A reviewer or reviewers will evaluate eligible proposals according to the criteria reflected in the scoring rubric in Appendix B. Reviewers may also comment on proposals. The reviewer(s) will compile scores and comments and forward them, along with summary information, to a selection panel designated by the Council. This information will inform the panel's selection of finalist proposals.

Finalist project planners may be asked to present their proposals in-person to the panel during a presentation meeting. In 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); finalist presentations; questions raised about the project; and equitable geographic distribution of projects. Decisions regarding the relative merit of competing proposals and funding level (if any) are final.

Following the presentation, Council staff will contact each selected project's director or co-director(s) 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 Council and the winning eligible partnership's fiscal agent partner. Work will begin in accordance with the contract.

If no proposals are selected for advancement to the finalist stage or no finalist is selected as a winner, the Council may either request modifications to previously submitted proposals or end the competition without making an award.

## **Proposal Scoring**

A scoring rubric is available in Appendix B.

## **Rejection of Proposals**

Failure to comply with any part of the RFP (including, but not limited to funding specifications, proposal preparation instructions, or deadlines) may result in rejection of the proposal as non-responsive.

## **No Obligation to Contract**

This RFP does not obligate the state of Washington or the Council to award grants specified herein.

## **Project Administration**

Notification of the Award:

Once the review process is completed, the project director(s) will be notified of the status of the proposal. Notification of awards is anticipated by June 7, 2013. Following that, the Council will negotiate contracts with award recipients as quickly as possible, to facilitate projects' ability to begin professional development on July 1, 2013 or as soon as possible after that date.

Reporting Requirements:

Funded eligible partnerships are required to report to the Council regarding their progress. Funded projects must submit a project abstract two weeks after the project begins, semi-annual progress reports, and a final report at the end of the project. Formats for the abstract and reports will be provided after the project has been approved.

Monitoring:

In addition to a project's own evaluation efforts, the Council may make monitoring visits and conduct other independent evaluation and analysis, including but not limited to: participant and project director surveys, focus groups, classroom observation, and analysis of student work samples or other measures of teacher or student performance. Council evaluation efforts will comply with all federal and state laws protecting privacy, including the Family Educational Rights and Privacy Act (FERPA).

Required and optional meetings:

Project directors are required to attend up to two in-state project directors' meetings per year, which may be conducted in person (past meetings were in Renton) or online. In addition, the Council intends to create a learning community of project directors and other stakeholders, who may voluntarily meet regularly via webinars for sharing best practices, resolving technical questions, and exchanging other information. The platform for this learning community has not been determined yet. This learning community may be good vehicle for project directors to get to know each other with an eye towards future collaboration in larger projects. This is important because the next iteration of the Elementary and Secondary Education Act will probably feature fewer, broader funding streams.

## V. Required Notice of Intent to Apply (required but not scored)

### A. Notice of Intent Submission Deadline

In order to be eligible to submit a proposal, an eligible partnership must first submit a Notice of Intent (NOI) by 5:00 p.m. on *Tuesday, April 9, 2013*. Only eligible partnerships that submit a NOI by this deadline and receive notification of its acceptance by the Council will have their proposals considered. The NOI must be submitted electronically as a single .PDF file e-mailed to the RFP Coordinator ([markb@wsac.wa.gov](mailto: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 Times New Roman font, with margins not less than 1 inch. All pages must be numbered. NOIs may not exceed 2 pages in length.

### C. Notice of Intent Components

NOIs must contain the following information, in the following order:

1. Project director (and co-director, if applicable) name, title, and contact information (email, phone number, and mailing address). **No individual may be listed as project director or co-director in more than one proposal.**
2. Names of required partners (with an asterisk by the fiscal agent partner):
  - a. Name of the required partner that is a private or public Washington state 4-year college or university and its division that prepares teachers and principals.
  - b. Name of required partner that is a private or public Washington state 4-year college or university's mathematics department, English department, or other department that offers one or more appropriate academic majors.
  - c. Names of high-need school district partners listed in Appendix A.
3. Names of optional partners (with an asterisk by the fiscal agent partner, if applicable).
  - a. Names of other (i.e. not listed in Appendix A) school district partners.
  - b. Names of other optional partners.
4. Identify target audience (urban/suburban/rural; number of teachers, highly qualified paraprofessionals, principals, and assistant principals to be served; and grade level(s) taught).
5. Specify the project's primary academic focus area(s) (e.g. mathematics-functions and geometry).
6. Brief summary of professional development activities (including type and duration of summer and academic year activities)
7. Expected outcomes
8. Estimated duration of project (1 year or 2 years)
  - a. For 2 year projects only—description of online professional development module and proposed delivery platform.
9. Ballpark estimate of funding needed.

The Council understands that information supplied in the NOI may change by the time the proposal is submitted.

## **VI. Proposal Instructions**

### **A. Proposal Submission Deadline**

In order to be eligible for consideration for funding, an eligible partnership must submit its proposal by **5:00 p.m., Pacific Daylight Time on Monday, May 6, 2013**. The proposal must be submitted electronically as a single .PDF file e-mailed to the RFP Coordinator ([markb@wsac.wa.gov](mailto:markb@wsac.wa.gov)). Please send it sufficiently early to allow for transmission over the internet to be complete by 5:00 p.m., Pacific Daylight Time.

### **B. Proposal Format and Length**

The page limit for proposal components 7-14 (see below), including all supporting diagrams, figures, and tables, is 16 pages, with margins not less than 1 inch all around. The font used for proposal components 7-14 must be 12 point or larger Times New Roman. All pages in components 7-14 must be sequentially numbered, with the first page of component 7 numbered "1" and subsequent pages numbered on the basis of their position in the proposal relative to page 1 of component 7. Only the first 16 pages of components 7-14 will be forwarded to reviewers. Except for required forms and attachments, all figures, tables, etc. that support a narrative or plan must be included in the body of that narrative or plan and follow the font size and margin limitations. Non-required figures, tables, etc. will count against the 16 page limit and may not be put in attachments or appendices. Fonts in forms and attachments may be any legible font not smaller than 8 point.

### **C. Proposal Components**

Only required components will be forwarded to reviewers. The following proposal components are required, and must be included in the proposal in the order listed below, with the headings listed in bold face below:<sup>9</sup>

1. **Form 1 Cover Sheet** (Must be signed by an authorized executive official with authority to legally bind the applicant.)
2. **Form 2 Eligible Partnership Profile** (Including parts 1 and 2.)
3. **Form 3 Professional Development Activities Timeline**
4. **Form 4 Goal Map**
5. **Form 5 Summative Project Evaluation**
6. **Form 6 Project Budget Form and Accompanying Budget Narrative**
7. **Eligible Partnership Narrative**
8. **Needs Assessment Narrative**

---

<sup>9</sup> Contact the RFP Coordinator ([markb@wsac.wa.gov](mailto:markb@wsac.wa.gov)) for editable versions of the forms.

9. **Outcomes, Indicators, and Objectives Narrative**
10. **Professional Development Plan**
11. **Evaluation Plan**
12. **Coordination and/or Synergy with College and Career Readiness Initiatives Narrative**
13. **Dissemination Plan**
14. **Sustainability Plan**
15. Other Forms and Attachments:
  - a. **Form 7 Statement of Assurances** (Both the project director and an authorized executive official with authority to legally bind the applicant must sign.)
  - b. **Form 8 Principal/Assistant Principal Assurance Form** (Submit one form per school. Each school's form must be signed by each participating principal/assistant principal.)
  - c. **Form 9 Teacher/Highly Qualified Paraprofessional Assurance Form** (Submit up to three forms per school. Each proposal must include signatures from all teachers and highly qualified paraprofessionals counted as participants on Forms 1-3.)
  - d. The following attachments:
    - (1) **Key Personnel Curriculum Vitae.**
    - (2) **District/School CCSS Implementation Plan Excerpts.**
    - (3) **One Page Logic Model.**

After the documents listed above have been transmitted to the Council electronically, keep the originals with signatures on file. They must be forwarded to Council if the project is funded.

### **Proposal Component 1 Form 1 Cover Sheet**

Provide the information required by the Cover Sheet (Form 1). Include a summary of the project that briefly and concisely describes the project's anticipated objectives, activities, content and CCSS concepts covered, and timeline. Readers will use this to gain an overview of the project. In addition, cover sheets for funded projects may be posted on the Council website or otherwise used to inform the public. Complete the form and have an authorized executive official of the fiscal agent partner sign it. An authorized executive official is the president or other official with authority to bind the applicant legally. After it is transmitted electronically, the signed original must be retained and forwarded to Council if the project is funded. 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.

### **Proposal Component 2 Form 2 Eligible Partnership Profile**

Provide the information required by parts 1 and 2 of the Eligible Partnership Profile (Form 2). In Part 1, provide bullets describing 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 Cover Sheet (Form 1) and Professional Development Activities Timeline (Form 3). In Part 2, provide statistics indicating what percentage of eligible teachers (and highly qualified paraprofessionals, if served by the

project) at each school have signed up to participate in the project. The numbers in part 2 must be consistent with the number of teacher signatures on Form 9.

### **Proposal Component 3**

#### **Form 3 Professional Development Activities Timeline**

The timeline must list project activities, mode of delivery, 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 Cover Sheet (Form 1) and Eligible Partnership Profile (Form 2).

### **Proposal Component 4**

#### **Form 4 Goal Map**

List the three required project goals (and no others) along with supporting activities, outcomes, indicators, and objectives for each. List no more than 8 outcomes, no more than 16 indicators, and no more than 24 objectives. These numbers are totals across all goals rather than per-goal numbers.

### **Proposal Component 5**

#### **Form 5 Summative Project Evaluation**

For each of the three project goals, list indicators, when they will be assessed, what comparison standard will be used to gauge success, data sources, instrument names, analysis methods, and participant sample. This form is for outcome evaluation rather than process evaluation.

### **Proposal Component 6**

#### **Form 6 Project Budget Form and Accompanying Budget Narrative (see Appendix B scoring rubric section 6 for scoring criteria)**

On the budget form, the budget must be split out by partner category according to which partner is using the funds. Categories 1 and 2 refer to single required partners, which must be identified by name in the column headers. If a high-need school district is the fiscal agent, it must be identified by name in category 3. All other school districts 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 two- or four-year institution of higher education partner) is reported in category 5, and 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).

Indirect charged by a partner is considered to be used by that partner and must generally be budgeted for in the category corresponding to that partner. However, budgeted indirect may be allocated on a reasonable basis between a fiscal agent partner and another partner if both partners are part of a larger organization, subject to prior Council approval.

No single partner may use more than 50 percent of the funds made available to the partnership. Please remember to check the check box at the bottom of each budget form to provide assurance that no partner in the eligible partnership will use more than 50 percent of the funds made available to the partnership.

Within each partner category, the budget amounts must be split out by budget period and expenditure type (e.g. salaries, materials, travel, etc.). Budgets are subject to the constraints described in the Funding

section on page 4 of this RFP and the Fund Use Constraints section below. All constraints must be followed by projects and reflected in project budgets.

Provide 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 key 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 show both the rate applied and the base it was applied to. The Council reserves the right to negotiate and approve or disapprove budget items.

### **Fund Use Constraints**

Funds must be used solely to accomplish the required project goals. Furthermore, no single partner in the eligible partnership may use more than 50 percent of the grant funds available for the project. In general, grant funds may only be used for expenditures on eligible costs.

Eligible Costs include:

1. Direct costs of professional development designed to accomplish the required project goals. The following are eligible direct costs:
  - a. Salaries, wages, and benefits for project personnel, at their regular pay rates. Charges for work performed by higher education faculty members during the academic year must follow all federal cost principles, including 2 CFR Part 220 Appendix A Section J.10.d, which states in part “Charges for work performed on sponsored agreements by faculty members during the academic year will be based on the individual faculty member’s regular compensation for the continuous period which, under the policy of the institution concerned, constitutes the basis of his salary. Charges for work performed on sponsored agreements during all or any portion of such period are allowable at the base salary rate. In no event will charges to sponsored agreements, irrespective of the basis of computation, exceed the proportionate share of the base salary for that period.”
  - b. Salaries, wages, and benefits for public school substitute teachers.
  - c. 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 through their schools. Projects are encouraged to find a way to accomplish this that minimizes private school participants’ tax burden.
  - d. Supplies and materials for professional development activities and project administration.
  - e. Fees for contracted services, but the budget may only include these if they are approved in advance in writing by the Council.

- f. 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 Council-hosted project directors meetings. The costs must not exceed applicable state per diem rates. Rates as of October, 2012 are available at: <http://www.ofm.wa.gov/resources/travel/colormap.pdf>. The rates are subject to change.
2. Related indirect costs, computed using appropriate federally approved indirect rates and cost bases. The U.S. Department of Education has determined that 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 by the funded eligible partnerships. The budget narrative must show what indirect rates are used and what cost bases they are applied to.

Ineligible Costs are costs that are not specifically listed as eligible, including, but not limited to:

1. Costs associated with writing and presenting the proposal and other costs incurred prior to the start date of the Council's contract or interagency agreement with the partnership's fiscal agent partner.
2. Faculty academic year compensation in excess of a proportionate share of base salary (see 2 CFR Part 220 Appendix A Section J.10.d).
3. Salaries, wages, and benefits for private school substitute teachers.
4. Any other private-school-related cost that would be paid to the school rather than the individual participant. Private schools may not receive any money from the project—rather, private school participants must be paid directly by the project.
5. Materials for classroom use.
6. Space rental charged by any partner in the eligible partnership.
7. Parking fees charged by any partner in the eligible partnership.
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. Travel by project personnel to in- or out-of-state professional meetings/conferences not hosted by the Council.
11. Tuition or related fees (whether for project participants or for graduate students serving as project personnel).
12. Clock hour fees.
13. Travel, (including food, lodging, and transportation) costs in excess of applicable per diem rates.
14. Food and beverages at meetings, except for working lunches that comply with state and federal rules and are previously approved by the Council in writing. To obtain prior Council approval, projects will submit a written rationale explaining 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 October, 2012 are available at: <http://www.ofm.wa.gov/resources/travel/colormap.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.
15. Indirect costs in excess of those outlined in the Eligible Costs section of this RFP.



The Council 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(s). Exceptions to eligible and ineligible costs may be considered, but require prior written Council approval in order to be allowed in a project's budget.

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.

### **Proposal Component 7**

#### **Eligible Partnership Narrative (see Appendix B scoring rubric section 1 for scoring criteria)**

Describe the general roles of each partner in planning and implementing the partnership and the specific roles of paid and unpaid key personnel involved in the project. Summarize the qualifications of all key personnel, and attach one page vitae (proposal component 15.d(1)) for each person, outlining education (degrees and years obtained), relevant K12 or postsecondary teaching experience, relevant experience delivering professional development to teachers/highly qualified paraprofessionals (if served by the project)/principals/assistant principals, and relevant research.

The Council encourages partnerships to provide team-based or whole school professional development (to the extent appropriate given the focus of the project) at small rural schools, if feasible. Team-based learning may include grade level- or department-based teams. Grade level-based teams may span single or multiple grade levels. Recruitment of participants must begin before proposal submission and be documented with the participant assurance forms (Form 8 and Form 9). The Council also encourages partnerships to include community or technical college partners.

### **Proposal Component 8**

#### **Needs Assessment Narrative (see Appendix B scoring rubric section 2 for scoring criteria)**

Describe the methods and results of an assessment of CCSS-related professional development needs, including but not limited to professional development needs of teachers who do not meet the federal definition of Highly Qualified Teacher (see glossary). This assessment of professional development needs must demonstrate need within participating districts and/or schools for professional development to help educators implement the *Common Core State Standards*. Since the focus of this RFP is on supporting CCSS implementation, the primary indicator of district or school need for a project is the degree to which the project integrates with district or school CCSS implementation plans. As evidence, proposals may include up to 5 pages of excerpts from formal or official CCSS implementation plans as an attachment (proposal component 15.d(2)). Do not include excerpts from informal plans.

### **Proposal Component 9**

#### **Outcomes, Indicators, and Objectives Narrative (see Appendix B scoring rubric section 3 for scoring criteria)**

Explicitly link the outcomes, indicators, and objectives to the three required project goals (see page 7) and explain the logical connections among the outcomes, indicators, and goals.

For purposes of this RFP:<sup>10</sup>

- Outcomes are the specific changes in project participants’ knowledge, skills, and behavior (teaching practices or instructional leadership practices). Do not include more than one type of change in an outcome.
- Data sources are assessments, tests, observation instruments, surveys, or other sources of evidence with regard to measuring progress toward or success in achieving desired outcomes.
- Indicators are specific pieces of evidence that point to progress toward or success in achieving desired outcomes.
- Objectives are indicators rephrased in the future tense and quantified to serve as performance targets.

For example:

Table 1: Outcome/Data Source/Indicator/Objective example	
Outcome 1	Teachers understand algebra more deeply
Data source 1	Pre/Post Concept map
Indicator 1a	Number of items in longest chain on concept map
Objective 1a	The mean number of items in the longest chain of teachers’ concept maps will increase 25% above baseline by the end of year 1 and 50% by the end of year 2.

The objectives must be outcome-based rather than process-based. In other words, they must measure changes produced in participants’ knowledge, skills, or practices as a result of the project rather than the degree to which project activities are delivered as planned. Objectives must be measurable and indicate effect size. Do not include any objectives that are not related to the three project goals. Alignment of outcomes, indicators, and objectives to the three project goals must be well defined and explicitly demonstrated.

### **Proposal Component 10**

#### **Professional Development Plan (see Appendix B scoring rubric section 4 for scoring criteria)**

Each project must provide intensive and ongoing professional development equivalent to at least 80 contact hours per year for each teacher (and highly qualified paraprofessional, if served by the project) and 8 contact hours per year for each principal/assistant principal. Activities must be designed to achieve the three required project goals and to facilitate transfer of participants’ learning to their practice.

The purpose of the professional development plan is to describe strategies and activities for achieving the three required project goals and explain the project’s theory of action. Attach a one-page logic model (proposal component 15.d(3)) that represents the project’s theory of action. The font used in the logic model may be any legible font, but not smaller than 8 point.

Describe the project’s professional development activities, including the CCSS content the project will cover, and explain the mechanisms by which these activities will accomplish project goals. Explain which project goal(s) each activity will accomplish and how. Ensure that your professional development activities plan addresses the scoring criteria, which are intended to ensure high-quality professional

---

<sup>10</sup>The outcomes definition is adapted from W.K. Kellogg Foundation’s Logic Model Development Guide (2004), and the indicators and objectives definitions are adapted from Research Associates’ Introduction to Evaluation (2007).

learning and are aligned with Learning Forward's Standards for Professional Learning (<http://www.learningforward.org/standards/index.cfm>) and other professional development research.

Include an explanation of how the project will integrate with other reform efforts (if any) within schools and districts served. If there are no other reform efforts, the proposal must say so.

The scoring criteria reflect research findings that professional development is more likely to be effective if it is collaborative, focused on specific subject matter and the teaching and learning of that subject matter,<sup>11</sup> coherent, and relevant to the work educators do each day in their classrooms and schools. Professional development is also more likely to be successful if it is nested within larger school and district instructional goals, school improvement efforts, and other professional learning activities rather than being an isolated activity.

For example, a project focused on the CCSS-M increases its chances of success if it provides opportunities for a collaborative group of teachers to focus on and delve deeply into (perform demanding mathematical work in) core content knowledge related to the CCSS-M; and to practice and refine key teaching tasks that integrate the CCSS-M with the curriculum they will use in their classrooms. Success is even more likely if the teachers are supported by their principals and the project is aligned with district/school plans for CCSS implementation or for other reform efforts such as new teacher and principal evaluation systems.

### **Proposal Component 11**

#### **Evaluation Plan (see Appendix B scoring rubric 5 for scoring criteria)**

Each eligible partnership must develop and implement an evaluation plan that measures changes in educator knowledge and practice and changes in student learning outcomes to the extent feasible given the time frame and budget of the project. The plan will address both what participants have learned and how well they have applied their learning. Evaluation may be conducted by internal or external evaluators.

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 principals/assistant principals know and do differently to support teachers (and highly qualified paraprofessionals, if served by the project) as result of the professional development. Describe outcomes, indicators, and objectives for each of the three required project goals 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 Council realizes that project evaluation plans often use participant self-report measures (e.g. participant perception surveys, questionnaires, interviews, or focus groups.) If you will use surveys, you may find a Common Core implementation survey created by Achieve, Education First and the U.S. Education Delivery Institute useful to borrow questions from:

<http://www.deliveryinstitute.org/publications/feedback-loops-common-core-state-standards-implementation>. The Council encourages multiple measures and would like to see survey evidence corroborated with less subjective evidence (e.g. content knowledge assessment instruments, concept

---

<sup>11</sup> For example, research on how people learn suggests that in order to implement the CCSS successfully, participants will need to explore their preconceptions, deeply understand key content and the vertical articulation of the big ideas represented by the CCSS, and link the CCSS to the key organizing principles of their discipline.

maps, rubric-based classroom observations made in person or via video, teacher or student work samples or portfolios, etc.).

### **Proposal Component 12**

#### **Coordination and/or Synergy with College and Career Readiness Initiatives Narrative (see Appendix B scoring rubric section 7 for scoring criteria)**

Describe your project's plans (if any) for coordination and/or synergy with the State's Core to College<sup>12</sup> initiative and/or other projects, programs, or initiatives focused on College and Career Readiness. Potential opportunities for coordination include, but are not limited to initiatives funded by:

1. State Board for Community and Technical Colleges;
2. Workforce Training and Education Coordinating Board;
3. National Science Foundation;
4. College Spark Washington;
5. Partnership for Learning;
6. US Department of Education;
7. US Department of Energy; and
8. National Aeronautics and Space Administration.

### **Proposal Component 13**

#### **Dissemination Plan (see Appendix B scoring rubric section 8 for scoring criteria)**

Each project must produce a professional development portfolio for free dissemination under Creative Commons licensing throughout partner districts via a platform to be determined by the Council, such as the Council's online Virtual Community and Resource Center for Educators (<https://sites.google.com/site/collegereadinesswa/>). The platform is intended to serve as a place where educators can collaborate to provide feedback for continuous improvement and to adapt work products/materials for their own use. The portfolio will consist of project work products and educational materials (e.g. professional development exercises, etc.) created for the project. Projects will upload an initial portfolio by December 31, 2013 and complete it by June 30 of the final project year. A corresponding portfolio requirement must be included as part of any partnership agreements between each project's fiscal agent partner and other project partners. The fiscal agent partner is responsible for ensuring that any copyrighted material is used with appropriate permission.

In addition, each two-year project must produce at least one online professional development module under Creative Commons licensing for free dissemination throughout partner districts. The distribution/dissemination platform for the module(s) will be determined by mutual agreement between the Council and the project's fiscal agent partner. The professional development module(s) must include sufficient participant materials (e.g. handouts, activities, reference lists, etc.), instructor notes, and other components necessary for online users to replicate as completely as possible the professional development experience provided by the project to its participants. A corresponding professional development module requirement must be included as part of any partnership agreements between each two-year project's fiscal agent partner and other project partners. The fiscal agent partner is responsible for ensuring that any copyrighted material is used with appropriate permission.

---

<sup>12</sup> see <https://sites.google.com/site/wacoretocollege/> and also <https://docs.google.com/file/d/0B9HsiSjEJve9YkVoQXVCNno3TGs/edit?pli=1>

Describe the project's plans for disseminating project portfolio materials online (all projects) and producing online professional development modules (two-year projects only).

#### **Proposal Component 14**

##### **Sustainability Plan (see Appendix B scoring rubric section 9 for scoring criteria)**

Describe how districts/schools, after the project is over, will support participants in using what they have learned. Identify factors which will ensure that the project will have a lasting impact. Factors include, but are not limited to:

- The extent of principal and superintendent commitment. This is important because change tends to be sustained if it is something leaders value, and commitment is one indicator.
- The extent to which projects will impact the teacher preparation and professional development programs offered at the required college or university division that prepares teachers and principals partner.

#### **Proposal Component 15**

Other Forms and Attachments:

- a. **Form 7 Statement of Assurances** (Both the project director and an authorized executive official with authority to legally bind the applicant must sign.)
- b. **Form 8 Principal/Assistant Principal Assurance Form** (Submit one form per school. Each school's form must be signed by each participating principal/assistant principal.)
- c. **Form 9 Teacher/Highly Qualified Paraprofessional Assurance Form** (Submit up to 3 forms per school. All teachers and highly qualified paraprofessionals counted as participants on forms 1-3 must sign.)
- d. The following attachments:
  - (1) **Key Personnel Curriculum Vitae** (including evaluators, if any) – 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.
  - (2) **District/School CCSS Implementation Plan Excerpts** – Attach up to 5 pages of excerpts from formal district/school CCSS implementation plans, such as the Office of Superintendent of Public Instruction's School District Professional Learning System Readiness Assessment (<http://www.k12.wa.us/CoreStandards/pubdocs/CCSSReadiness5-23-12.pdf>), or other formal or official district/school planning documents. Choose excerpts that will show reviewers that the project represents a logical next step in district/school CCSS implementation or fills in a missing CCSS implementation piece (i.e. fills a gap in internal capacity). Do not include excerpts from informal plans. Only the first five pages will be forwarded to proposal reviewers.
  - (3) **One Page Logic Model** – Attach a one one-page logic model representing the project's theory of action. Use any legible 8-point or larger font.

## **Glossary**

### **CORE ACADEMIC SUBJECTS**

The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

### **EQUITABLE PARTICIPATION**

Participation is considered to be equitable if the public and private educational agencies and institutions:

1. Assess, address, and evaluate the needs and progress of public and private teachers in the same manner;
2. Provide approximately the same amount of training and, where appropriate, instruction to teachers with similar needs;
3. Spend an equal amount of funds per student to serve public and private school teachers; and
4. Provide private school teachers with an opportunity to participate in program activities equivalent to the opportunity provided public school teachers.

To ensure timely and meaningful consultation, an eligible partnership must consult with appropriate private school officials during the design and development of the project. It is important that attention be given to the timing of the consultation so that decisions that affect the opportunities of eligible private school teachers to participate in project activities are made only after discussions have taken place.

Professional development services provided to private school teachers and other educational personnel must be equitable in comparison to those provided to their public school counterparts. To ensure that it is providing equitable professional development services to private school teachers and other educational personnel, the eligible partnership must consider ways to:

- Assess, address, and evaluate the needs and progress of both public and private school teachers;
- Spend an equal amount of funds per student to serve the needs of public and private school teachers and their students;
- Provide private school teachers with an opportunity to participate in project activities equivalent to the opportunity provided public school teachers; and offer educational services to private school teachers that are secular, neutral, and non-ideological.

If the professional development needs of the private school teachers are different from those of public school teachers, the LEA, in consultation with private school representatives, should develop a separate program.

As part of the application process, eligible partnerships must assure that they will comply with Section 9501 of ESEA (regarding participation by private school children and teachers). They must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as:

- How the needs of children and teachers will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;

- The size and scope of the equitable services;
- The amount of funds available for those services; and
- How and when the eligible partnership will make decisions about the delivery of services.

To meet its general record-keeping responsibility, each eligible partnership should document that: (a) representatives of private schools were informed of the availability of the project’s professional development services; (b) the needs of private and public school teachers were identified as part of a district-wide needs assessment; (c) private school officials were consulted and provided an opportunity for input into the planning of the project’s activities; and (d) the eligible partnership designed a project that would permit their equitable participation. The eligible partnership also should maintain records of its efforts to resolve any complaints made by private school representatives that the project is not serving their teachers on an equitable basis.

### **HIGHLY QUALIFIED TEACHER**

1. When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
  - a. The teacher has obtained full State certification as a teacher (including certification obtained through alternate routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State’s public charter school law; and
    - i. The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
2. When the term “highly qualified teacher” is used with respect to:
  - a. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (a) above, and:
    - ii. Holds at least a bachelor’s degree; and
    - iii. Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
  - b. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (a) above, holds at least a bachelor’s degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
    - i. Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
    - ii. Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.-

3. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph above:
  - c. holds at least a bachelor's degree, and;
  - d. Has met the applicable standard requirements, which includes an option for a test; or
  - e. Demonstrates competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
    - i. Is set by the State for both grade appropriate academic subject-matter knowledge and teaching skills;
    - ii. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - iii. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - iv. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - v. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - vi. Is made available to the public upon request; and
    - vii. May involve multiple, objective measures of teacher competency.
  
4. When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school special education teacher teaching in a State, it means that:
  - a. The teacher has obtained full State certification as a special education teacher (including certification obtained through alternate routes to certification) or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
    - i. The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
    - ii. The teacher holds at least a bachelor's degree.

#### **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.

#### **HIGH-NEED SCHOOL DISTRICT (or HIGH-NEED LOCAL EDUCATIONAL AGENCY)**

The term “high-need school district” means a school district:

1. That serves not fewer than 10,000 children from families with incomes below the poverty line (based on federal census data); or
2. For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; *and*
3. 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



4. For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The list of high-need districts in Appendix A was developed by applying this definition to federal 2011 census data and OSPI 2011-12 Highly Qualified Teacher and Emergency/Conditional Certificate data.

### **OUT-OF-FIELD TEACHER**

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

### **SCIENTIFICALLY BASED RESEARCH**

The term “scientifically based research”:

1. 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
2. Includes research that:
  - a. Employs systematic, empirical methods that draw on observation or experiment;
  - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - c. 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;
  - d. 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;
  - e. 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
  - f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

## Appendix A

List of High-Need School Districts by Target Region <sup>13</sup>			
Line Number	Target Region	School District Name	Age 5-17 Population Based on 2011 Census
1	ESD 105	Bickleton School District	66
2		Granger School District	1,587
3		Highland School District	1,299
4		Mabton School District	953
5		Naches Valley School District	1,478
6		Sunnyside School District	6,225
7		Toppenish School District	3,617
8		Wahluke School District	2,165
9		Zillah School District	1,204
10	ESD 112	Castle Rock School District	1,545
11		Kelso School District	5,438
12		Naselle-Grays River Valley School District	387
13		Ocean Beach School District	968
14		Stevenson-Carson School District	1,037
15		Trout Lake School District	163
16		Woodland School District	2,339
17	ESD 113	Centralia School District	3,775
18		North River School District	36
19		Ocosta School District	711
20		Raymond School District	594
21		Shelton School District	3,700
22		South Bend School District	423
23		Taholah School District	215
24	ESD 121	Clover Park School District	12,747
25		Franklin Pierce School District	8,302
26		Skykomish School District	57
27		Tacoma Public Schools	33,065
28		Tukwila School District	3,029
29	ESD 123	Clarkston School District	2,858
30		North Franklin School District	2,189
31		Othello School District	3,900
32		Prescott School District	359
33		Walla Walla School District	6,066

<sup>13</sup> This list includes all school districts within Educational Service Districts 105, 112, 113, 121, 123, and 171 that have been determined to meet the definition of high-need school district (local educational agency) outlined in Section 2102(3) of the No Child Left Behind Act, based on 2011 federal Small Area Income and Poverty Estimates data and 2011-12 academic year OSPI Highly Qualified Teacher and Emergency/Conditional Certificate data.

**List of High-Need School Districts by Target Region Continued**

<b>Line Number</b>	<b>Target Region</b>	<b>School District Name</b>	<b>Age 5-17 Population Based on 2011 Census</b>
34	ESD 171	Brewster School District	1,014
35		Bridgeport School District	801
36		Methow Valley School District	616
37		Okanogan School District	973
38		Pateros School District	255
39		Soap Lake School District	487
40		Warden School District	1,005
41		Waterville School District	277
42		Wenatchee School District	7,954
43		Wilson Creek School District	90

## Appendix B

### Scoring Rubric (100 points possible)

*If one or more criteria corresponding to proposal requirements outlined in the RFP are scored “Below Standard,” the proposal may be rejected.*

#### **1. Partnership (10 points possible):**

The scoring rewards partnerships that include qualified key personnel, provide team-based or whole school learning (to the extent appropriate given the focus of the project), and include community or technical college partners. For purposes of criterion 1.2, “eligible teachers/HQPPs” means teachers and highly qualified paraprofessionals (if served by the project) who are teaching the core academic subjects and grade levels that the project is focusing on. Highly qualified paraprofessionals (HQPPs) need only be taken into account if the project is serving them. See Part 2 of Form 2.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
1.1 Qualified key personnel	<b>4 points</b> The evidence in the narrative and vitae indicates that the qualifications of all key personnel are very strong (education, work experience, and research are uniformly highly relevant)(4 points).	<b>2-3 points</b> The evidence in the narrative and vitae indicates that the qualifications of all key personnel are adequate (education, work experience, and research are generally relevant) (2 points) or more than adequate (3 points).	<b>0-1 points</b> There is insufficient evidence in narrative and vitae to justify a conclusion regarding how well qualified key personnel are for their roles in the project (0 points); or the evidence in the narrative and vitae indicates that the qualifications of one or more key personnel are inadequate (1 point).
1.2 Team based/ whole school approach	<b>2-3 points</b> The project serves a weighted average of 50-74 percent of eligible teachers/HQPPs within schools served (2 points); or the project serves a weighted average of 75-100 percent of eligible teachers/HQPPs within schools served (3 points).	<b>1 point</b> The project serves a weighted average of 25-49 percent of eligible teachers/HQPPs within schools served (1 point).	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
1.3 Partnership includes community or technical colleges	<b>3 points</b> The partnership includes a community or technical college partner with a significant role.	<b>2 points</b> The partnership includes a community or technical college partner.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.

**2. Needs Assessment (6 points possible):**

The scoring rewards projects that present compelling evidence indicating need for the professional development that the project would provide. Since the focus of this RFP is on supporting CCSS implementation, the primary indicator of district or school need for a project is the degree to which the project integrates with district or school CCSS implementation plans.

Criterion	Exceeds Standard	Meets Standard	Below Standard
2.1 Evidence of need	<p><b>5-6 points</b>            Excerpts from formal or official district or school planning documents such as the School District Professional Learning System Readiness Assessment (<a href="http://www.k12.wa.us/CoreStandards/pubdocs/CCSSReadiness5-23-12.pdf">http://www.k12.wa.us/CoreStandards/pubdocs/CCSSReadiness5-23-12.pdf</a>) indicate that the project represents a logical next step in district/school CCSS implementation (5 points) or fills in a missing CCSS implementation piece (6 points) that would not otherwise be filled (i.e. fills a gap in internal capacity).</p>	<p><b>3-4 points</b>            Survey, focus group, or personnel record evidence in the proposal indicates (3 points) or strongly indicates (4 points) need for the professional development the project would provide.</p>	<p><b>0-2 points</b>            Evidence in the proposal does not indicate need for the professional development the project would provide (0 points); or anecdotal evidence in the proposal indicates (1 point) or strongly indicates (2 points) need for the professional development the project would provide</p>

### **3. Outcomes, Indicators, and Objectives (16 points possible)**

The scoring rewards projects with appropriate outcomes, good indicators, and challenging objectives.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
3.1 Outcomes, indicators, and objectives conform to the definitions on page 17 of the RFP	<b>3-4 points</b> The outcomes, indicators, and objectives all conform to the definitions outlined on page 17 of the RFP (3 points), and each follows the format exemplified in Table 1 on page 17 of the RFP (4 points).	<b>2 points</b> At least 90 percent of outcomes, indicators, and objectives conform to the definitions outlined on page 17 of the RFP.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does. For example, a project with 5 outcomes, 7 indicators, and 12 objectives would not meet standard if 1 indicator and 2 objectives did not conform the RFP definitions, because $(1+2)/(5+7+12) = 13$ percent, and 100 percent – 13 percent is less than 90 percent.
3.2. Outcomes are logically connected to required project goals	<b>4 points</b> Logical connections between outcomes and achievement of the required project goals are made explicit in the narrative, and all are strong.	<b>2 points</b> Logical connections between outcomes and achievement of the required project goals are made explicit in the narrative, and at least 80 percent are strong.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
3.3 Indicators are good measures of progress toward or success in achieving project goals	<b>4 points</b> All indicators are both measurable and valid.	<b>2 points</b> At least 80 percent of indicators are both measurable and valid.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
3.4 Objectives are challenging	<b>4 points</b> All objectives are challenging.	<b>2 points</b> At least 80 percent of objectives are challenging.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.

**4. Professional Development Plan (23 points possible)**

The scoring rewards projects with professional development activities that: (1) will accomplish the required project goals; (2) deepen participants' understanding of key content represented by the CCSS so they can implement CCSS in their classrooms and schools; and (3) have other professional development attributes shown by scientifically based research to be effective, including those outlined in criterion 4.3. Highly qualified paraprofessionals (HQPPs) need only be taken into account if the project is serving them.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
4.1. Professional development activities are aligned with required project goals	<b>3-4 points</b> The plan clearly explains how each activity contributes to accomplishing at least one required project goal, and alignment between activities and goals is commendable (3 points) or exemplary (4 points).	<b>2 points</b> The plan clearly explains how each activity contributes to accomplishing at least one required project goal, and alignment between activities and goals is generally tight.	<b>0-1 points</b> The logical connection between activities and achievement of the required project goals is vague or not explicitly made (0 points); or the plan clearly explains how each activity contributes to accomplishing at least one required goal, but alignment between activities and goals is generally not tight (1 point).
4.2 Professional development activities deepen teacher/HQPP (and principal/assistant principal if appropriate) understanding of key content represented by the CCSS so teachers can successfully implement CCSS-based instruction in their classrooms and schools	<b>3 points</b> The plan convincingly explains how professional development activities will deepen participant understanding of key content <i>and vertical articulation of concepts</i> represented by the CCSS.	<b>2 points</b> The plan convincingly explains how professional development activities will deepen participant understanding of key content represented by the CCSS.	<b>0-1 points</b> The plan does not meet standard (0 points); or would meet standard, except that the project's scope is so broad that deep understanding might be difficult for participants to achieve (1 point).

Criterion	Exceeds Standard	Meets Standard	Below Standard
<p>4.3 Professional development activities feature attributes that research has shown to be effective</p>	<p><b>13-16 points</b></p>	<p><b>7-12 points</b></p>	<p><b>0-6 points</b></p>
<p>Award 1-2 points for each of the following attributes that the project’s professional development activities incorporate (1 point) or incorporate in an exemplary way (2 points) :</p> <ul style="list-style-type: none"> <li>• Activities focus on core content and modeling of CCSS-based instruction for that content.</li> <li>• Activities include opportunities for active learning.</li> <li>• Activities are relevant to participants’ daily work because they are aligned with current and/or future district/school curriculum materials and assessments (this may include use of classroom-based formative assessments aligned with the standards, but only if the alignment is tight.)</li> <li>• Activities are linked to school/district CCSS implementation activities outside the grant, school improvement efforts, and/or other district/school professional learning (such as professional learning related to teacher and principal evaluation reform), rather than being isolated activities.</li> <li>• Activities include job-embedded collaborative learning activities, such as professional learning communities or lesson study, focused on helping educators use the CCSS to improve instruction.</li> <li>• Activities provide feedback on participants’ classroom application of what they have learned from the project.</li> <li>• Activities are coherently sequenced so later activities reinforce learning from earlier activities (for example, academic year activities involve classroom application of summer learning, or a June institute reinforces academic year learning).</li> <li>• Activities provide opportunities for principals/assistant principals to learn what good CCSS-based instruction looks like (i.e. how it is enacted in the classroom) and to use that information in their work as instructional leaders, for example in documenting what good CCSS-based instruction looks like for formative teacher evaluation or other purposes.</li> </ul>			



**5. Evaluation Plan (24 points possible):**

The scoring rewards projects that: (1) use multiple sources of evidence (data sources) to show progress toward and success in meeting each of the three required project goals; and (2) document success with evidence that is as rigorous as possible, given budget and time constraints. Highly qualified paraprofessionals (HQPPs) need only be taken into account if the project is serving them. A single source of evidence may be relevant for more than one goal.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
5.1 Multiple sources of evidence for achievement of required project goal 1	<b>12 points</b> The evaluation plan meets standard, and at least one of the sources is classroom observation with a protocol or rubric to assess teacher/HQPP ability to use the CCSS successfully. Observations may be performed by faculty, peers, or principals/assistant principals.	<b>2-8 points</b> The evaluation plan uses at least 2 appropriate data sources to evaluate participant learning and at least 2 appropriate data sources to evaluate participant success in applying their learning in practice. Award 2 points per source, up to 8 points.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
5.2 Multiple sources of evidence for required project goal 2	<b>6 points</b> The evaluation plan meets standard, and at least one of the sources is a concept map, test, or comparable subject matter knowledge assessment appropriate for the project.	<b>1-4 points</b> The evaluation plan uses at least 2 appropriate data sources to evaluate participant learning and at least 2 appropriate data sources to evaluate participant success in applying their learning in practice. Award 1 point per source, up to 4 points.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
5.3 Multiple sources of evidence for required project goal 3	<b>4 points</b> The evaluation plan meets standard, and one of the sources provides evidence about principal/assistant principal success in applying their learning to identify and document what good CCSS-based instruction looks like, for formative teacher evaluation or other purposes.	<b>2 points</b> The evaluation plan uses at least 1 appropriate data source to evaluate principal/assistant principal learning and at least 1 appropriate data source to evaluate principal/assistant principal success in applying their learning in practice. Award 1 point per source, up to 2 points.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.
5.4 Multiple sources of evidence for two-year projects include student learning outcomes	<b>2 points (two-year projects)</b> A two year project evaluation plan includes 2 or more data sources to evaluate the impact learning on student learning outcomes.	<b>1 point (two-year projects) or 2 points (one-year projects)</b> A two year project evaluation plan includes 1 data source to evaluate the impact of application of participant learning on student learning outcomes. One year projects receive 2 points automatically because their time frame is so short.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.

**6. Budget Cost Effectiveness (8 points possible):**

The scoring rewards projects that will accomplish the work efficiently with budgets that contain no questionable (i.e. potentially unreasonable or unnecessary) direct cost items.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
6.1. Efficiency	<p><b>3-4 points</b> The ratio, rounded to the nearest whole percentage point, of total direct instructional costs to total grant funds requested (including indirect) is 70-79 percent (3 points) or higher (4 points).</p>	<p><b>1-2 points</b> The ratio, rounded to the nearest whole percentage point, of total direct instructional costs to total grant funds requested (including indirect) is 50-59 percent (1 point) or 60-69 percent (2 points). This ratio is the ratio of the sum of the 7/1/13-6/30/14 and 7/1/14-6/30/15 line 11 total annual budgets to the sum of the 7/1/13-6/30/14 and 7/1/14-6/30/15 line 22 total annual budgets on Form 6.</p>	<p><b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.</p>
6.2. Sufficient detail	<p><b>4 points</b> The budget and budget narrative provide sufficient detail, and no direct cost items are questionable, given the scope of the project.</p>	<p><b>1-2 points</b> The budget and budget narrative provide sufficient detail to enable readers to understand how each budgeted direct cost was calculated and to judge whether it is reasonable and necessary given the scope of the project, but one or more significant (i.e. \$1,000 or more) direct cost items are questionable (i.e. potentially unreasonable or unnecessary)(1 point); or the budget and budget narrative provide sufficient detail, but one or more insignificant direct cost items are questionable (2 points).</p>	<p><b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does. For example, it is unclear how personnel wage or salary charges are computed or whether time is being charged at regular pay rates; or it is unclear how participant stipend or travel costs are computed.</p>

**7. Coordination and/or Synergy with College and Career Readiness Initiatives (2 points possible):**

The scoring rewards projects that coordinate with, and/or build on, complement, leverage, or otherwise have synergy with college and career readiness initiatives in Washington, such as the state’s Core to College initiative.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
7.1 Coordination and/or synergy with college and career readiness initiatives	<p><b>2 points</b> The proposal includes sufficient evidence to justify a conclusion that the project will <i>significantly</i> coordinate with, build on, complement, leverage, or otherwise have synergy with at least one college or career readiness initiative in Washington.</p>	<p><b>1 point</b> The proposal includes sufficient evidence to justify a conclusion that the project will coordinate with, build on, complement, leverage, or otherwise have synergy with at least one college or career readiness initiative in Washington.</p>	<p><b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.</p>

**8. Dissemination Plan (4 points possible):**

The scoring rewards projects that will make project materials useful to educators available online.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
8.1 Online dissemination	<p><b>4 points</b> The proposal includes sufficient evidence to justify a conclusion that the professional development portfolio and, for two year projects only, professional development module will be exemplary.</p>	<p><b>2 points</b> The proposal includes sufficient evidence to justify a conclusion that the project will produce a substantial professional development portfolio of project work products and materials and disseminate them at no cost to users through the Council’s Virtual Community and Resource Center for Educators or other platform determined by the Council; and, for two-year projects only, that the project will also produce a substantial online professional development module that includes sufficient participant materials (e.g. handouts, activities, reference lists, etc.), instructor notes, and other components necessary for online users to freely replicate, as completely as possible, the professional development experience provided by the project to its participants.</p>	<p><b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.</p>

**9. Sustainability Plan (7 points possible):**

To ensure sustainability in the schools/districts served by the project, the scoring rewards projects that document a high level of principal/assistant principal commitment. To ensure sustainability in postsecondary partners as well, the Council seeks projects that will impact the teacher preparation and professional development programs offered at the required college or university partner’s college of education or similar academic unit that prepares teachers and principals.

<b>Criterion</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
9.1 Principal/assistant principal and superintendent commitment	<b>4 points</b> The project meets standard, and the proposal describes specific, effective steps all partner districts will take to sustain the project if one or more participating principals change jobs and stop participating.	<b>3 points</b> Over 50 percent of the Principal/Assistant Principal Assurance forms include sufficient evidence to justify a conclusion that the project has significant principal/assistant principal commitment.	<b>0-1 points</b> The project does not meet standard (0 points); but all Principal/Assistant Principal Assurance forms include sufficient evidence to justify a conclusion that the project has moderate or significant principal/assistant principal commitment (1 point).
9.2 Teacher/principal preparation program impact	<b>3 points</b> The proposal meets standard and also convincingly describes how lessons learned from the project will improve specific aspects of the college of education’s teacher/principal preparation and professional development programs.	<b>2 points</b> Significant effort will be provided by at least one tenured/tenure-track faculty person from a 4-year college or university college of education or similar academic unit.	<b>0 points</b> The project does not meet standard or there is insufficient evidence to draw a conclusion regarding whether or not it does.

## Appendix C Forms

Contact the RFP Coordinator ([markb@wsac.wa.gov](mailto:markb@wsac.wa.gov)) for forms that can be electronically filled out.

Form 1: Cover Sheet .....	37
Form 2: Eligible Partnership Profile .....	38
Form 3: Professional Development Activities Timeline.....	40
Form 4: Goal Map.....	41
Form 5: Summative Project Evaluation .....	42
Form 6: Project Budget Form .....	43
Form 7: Statement of Assurances .....	44
Form 8: Principal/Assistant Principal Assurance Form .....	46
Form 9: Teacher/Highly Qualified Paraprofessional Assurance Form .....	47

## FORM 1 COVER SHEET

- 1. Applicant Organization** (fiscal agent partner):
- 2. DUNS Number** (required—no funding without it):
- 2. Address:**
- 3. Title of Project:**
- 4. Project Director Contact Information** (if there are co-directors, list information for all):
  - Name:
  - Title:
  - Organization and Academic Unit:
  - Address:
  - Phone:
  - Email:
- 5. Project Duration** (planned start and end dates, e.g. 7/1/13-6/30/14 or 7/1/13-6/30/15):
- 6. CCSS General Focus** (mathematics, English Language Arts & Literature, or both mathematics and English Language Arts & Literature):
- 7. CCSS Specific Focus:** (e.g. Mathematics-functions and geometry)
- 8. Grade Level Focus:** (e.g. 6<sup>th</sup>-12<sup>th</sup> grades with primary focus on high school).
- 9. Educators Served** (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 teacher participants to be served by project (and grade levels taught):
  - d. Hours per year of face-to-face professional development to be provided to each teacher participant: (Year 1: \_\_\_\_\_) (Year 2: \_\_\_\_\_)
  - e. Hours per year of online professional development to be provided to each teacher participant: (Year 1: \_\_\_\_\_) (Year 2: \_\_\_\_\_)
  - f. Number of principal/assistant principal participants to be served by project:
  - g. Hours per year of face-to-face professional development to be provided to each principal/assistant principal participant: (Year 1: \_\_\_\_\_) (Year 2: \_\_\_\_\_)
  - h. Hours per year of online professional development to be provided to each principal/assistant principal participant: (Year 1: \_\_\_\_\_) (Year 2: \_\_\_\_\_)
- 10. Total Funding Requested** (must be consistent with budget forms): \$ \_\_\_\_\_
- 11. Project Summary** (500 words or less):

Include a summary of project objectives, project activities, and what subject matter and CCSS content will be covered.

*I certify that this proposal complies with all applicable laws, regulations, and policies; and carries the full endorsement of the applicant organization.*

\_\_\_\_\_  
Authorized Executive Official (Signature)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**FORM 2  
ELIGIBLE PARTNERSHIP PROFILE  
PART 1**

Provide the partner information required in the table below (add rows as necessary) and put an asterisk by the fiscal agent organization’s name. Categories 1-3 are required.

<b>Category of partner (asterix the fiscal agent institution name)</b>	<b>Partner information</b>
<b>Category 1: Required teacher/principal preparation partner</b>	
Institution name	
Academic unit name	
Academic unit’s role in project (provide at least 3 descriptive bullets)	1. 2. 3. (add bullets as necessary)
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	
<b>Category 2. Required school of arts and sciences partner(s) – add rows for multiple partners</b>	
Institution name	
Academic unit name	
Academic unit’s role in project (provide at least 3 descriptive bullets)	1. 2. 3. (add bullets as necessary)
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	
<b>Category 3. High-need school district (add rows as necessary to accommodate multiple high-need school districts)</b>	
District name	
Role in project (at least 1bullet)	
Number of teacher participants and grade level taught	
Number of highly qualified paraprofessional participants	
Number of principal and assistant principal participants	
<b>Category 4. Other school district or nonprofit private school (add rows as necessary to accommodate multiple non-high-need school districts and private schools)</b>	
District or nonprofit private school name	
Role in project (at least 1 bullet)	
Number of teacher participants and grade level taught	
Number of highly qualified paraprofessional participants	
Number of principal and assistant principal participants	
<b>Category 5. Other partners (add rows as necessary to accommodate additional partners)</b>	
Institution or organization name	
Academic unit name if applicable	
Role in project (provide at least 3 descriptive bullets)	
Key personnel involved (list name and role of each)	

Notes:

1. Possible unit/district/organization roles include, but are not limited to: project management and administration, design professional development, identify and recruit teachers for professional development, provide professional development, participate in/receive professional development, provide mentors/coaches/teacher leaders, project evaluation, collect and analyze data, provide technical assistance, provide teacher support (e.g., substitute teachers, release time, planning time), advise project, and other (please specify what “other” is).
2. Key personnel roles include, but are not limited to: project director or co-director, provide education instruction for workshops, provide content instruction for workshops, professional learning community facilitator, online learning facilitator, coach, conduct academic year classroom observations, provide professional development for principals/assistant principals, evaluation, and other (please specify what “other” is).

**FORM 2  
ELIGIBLE PARTNERSHIP PROFILE  
PART 2**

For each participating school and department within the school, please complete Part 2 (a few rows are filled in as an example—please overwrite them with real data).

<b>Teacher Participant Percentages</b>			
<b>School and District Name</b>	<b>Number of eligible teachers/HQPPs (given the subject matter and grade level focus of the project)</b>	<b>Number of eligible teachers/HQPPs participating (must be consistent with number of teacher/HQPP signatures on form 9)</b>	<b>Participant percentage</b>
1. Zillah High School (Zillah School District)	6	3	50 percent
2. Zillah Middle School (Zillah School District)	4	3	75 percent
3. Add rows as necessary			

For purposes of this form, “eligible teachers/HQPPs” means teachers and highly qualified paraprofessionals (if served by the project) who are teaching the core academic subjects and grade levels that the project is focusing on. Highly qualified paraprofessionals (HQPPs) need only be taken into account if the project is serving them.



**FORM 3**  
**PROFESSIONAL DEVELOPMENT ACTIVITIES TIMELINE**

Provide a timeline for activities using the following format (a few rows are filled in as an example for a two-year project—please overwrite them with real data). Please summarize the content covered by each activity and indicate which are online. Add rows as necessary. Please note that the numbers of participants and hours reported here must be consistent with the numbers reported on the Cover Sheet (Form 1) and Eligible Partnership Profile (Form 2):

<b>Project Professional Development Activity and Number of Hours per Participant</b>	<b>Math or English Language Arts &amp; Literature Content to be Covered</b>	<b>Location</b>	<b>Start Date</b>	<b>End Date</b>
<p>1. Summer institutes provided by education and mathematics faculty:</p> <p>Summer Institute 1:            36 Teachers @ 40 hours each;            5 Principals @ 4 hours each</p> <p>Summer Institute 2:            36 Teachers @ 40 hours each;            5 principals @ 4 hours each</p>	<p>Content covered:</p> <p>Summer Institute 1:            Functions</p> <p>Summer Institute 2:            Geometry</p>	<p>1. Wenatchee Valley College campus</p> <p>2. Wenatchee High School</p>	<p>1. 8/12/13</p> <p>2. 8/18/14</p>	<p>1. 8/16/13</p> <p>2. 8/22/14</p>
<p>2. Three weekend workshops per year during the academic year offered by faculty with ESD coaches:</p> <p>36 Teachers @ 6 hours each per workshop;            5 Principals @ 3 hours each per workshop</p>	<p>Content covered:</p> <p>Year 1:            Functions</p> <p>Year 2:            Geometry</p>	<p>Wenatchee High School</p>	<p>October, January, and May each year (exact dates to be determined)</p>	<p>October, January, and May each year (exact dates to be determined)</p>
<p>3. Professional learning community meetings among teachers and principals:</p> <p>36 teachers @ 20 hours per year each;            5 Principals @ 3 hours per year each</p>	<p>Content covered:</p> <p>Year 1:            Functions</p> <p>Years 2            Geometry</p>	<p>Individual school buildings</p>	<p>10/1/13</p>	<p>5/15/15 (ongoing--schedule to be determined separately for each school)</p>
<p>3. Online wiki facilitated by ESD staff:</p> <p>36 Teachers @ 10 hours per year each</p>	<p>3. Content covered:</p> <p>Year 1:            Functions</p> <p>Year 2:            Geometry</p>	<p>Individual school buildings and participants' home computers</p>	<p>10/31/13</p>	<p>5/15/15 (ongoing-no fixed schedule)</p>
<p>Etc. (add rows as necessary)</p>				

## FORM 4 GOAL MAP

For each of the three required project goals, list activities, outcomes, indicators, and objectives. List no more than 8 outcomes, no more than 16 indicators, and no more than 24 objectives. These numbers are totals across all goals rather than per-goal numbers. Identify activities and describe outcomes, indicators, and objectives, according to the definitions outlined on page 17. Activities may be relevant for more than one goal. Sample lists are provided to give the applicant a sense for the numbering conventions to use.

<b>Activities that Accomplish Required Project Goals</b>	<b>Required Project Goals</b>	<b>Outcomes</b> (specific changes in project participants' knowledge, skills, and behavior)	<b>Indicators</b> (pieces of evidence that point to progress toward or success in achieving desired outcomes)	<b>Objectives</b> (indicators rephrased in the future tense and quantified to serve as performance targets)
Activity A: (enter name) Activity B: (enter name) Activity C: (enter name) Etc. (add or edit)	1. Participants are able to use the CCSS to improve instructional practices and student academic achievement.	Outcome 1.1: (describe) Outcome 1.2: (describe) Outcome 1.3: (describe) Etc. (add or edit)	Indicator 1.1.1: (describe) Indicator 1.1.2: (describe) Indicator 1.2.1: (describe) Indicator 1.3.1: (describe) Etc. (add or edit rows)	Objective 1.1.1.1: (describe) Objective 1.1.1.2: (describe) Objective 1.1.2: (describe) Objective 1.2.1: (describe) Objective 1.3.1: (describe) Etc. (add or edit rows)
Activity A: (enter name) Activity B: (enter name) Etc. (add rows if needed)	2. Participants have subject matter knowledge in the core academic subjects the teachers teach (including use of computer related technology to enhance student learning) that will help them implement the CCSS.	Outcome 2.1: (describe) Outcome 2.2: (describe) Outcome 2.3: (describe) Etc. (add rows if needed)	Indicator 2.1.1: (describe) Indicator 2.2.1: (describe) Indicator 2.2.2: (describe) Indicator 2.3.1: (describe) Etc. (add rows if needed)	Objective 2.1.1: (describe) Objective 2.2.1: (describe) Objective 2.2.2.1: (describe) Objective 2.2.2.2: (describe) Objective 2.3.1: (describe) Etc. (add rows if needed)
Activity B: (enter name) Activity C: (enter name) Etc. (add rows if needed)	3. Principals/assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the CCSS to help students master core academic subjects.	Outcome 3.1: (describe) Outcome 3.2: (describe) Etc. (add rows if needed)	Indicator 3.1.1: (describe) Indicator 3.2.1: (describe) Etc. (add rows if needed)	Objective 3.1.1.1: (describe) Objective 3.1.1.2: (describe) Objective 3.2.1.1: (describe) Etc. (add rows if needed)

**FORM 5**  
**SUMMATIVE PROJECT EVALUATION**

For each of the three required project goals, list indicators; when they will be assessed, what comparison standard will be used to gauge success, data sources, instruments, analysis methods, and participant sample (identify any subsets).

<b>What is Being Assessed</b>				<b>Data Collection and Analysis</b>			
<b>Required Project Goal</b>	<b>Indicator Number and Name</b> (must agree with those used in Goal Map)	<b>Dates Indicator will be Assessed</b>	<b>Comparison Standard</b> (what progress is benchmarked against)	<b>Data Sources</b> (e.g. pre-post concept map, etc.)	<b>Instruments</b> (name them, e.g. Horizon Research etc.)	<b>Analysis Methods</b> (name them)	<b>Sample Assessed</b> (e.g. 100% of participating teachers; e.g. random sample of at least 6 teachers)
1. Participants are able to use the CCSS to improve instructional practices and student academic achievement.							
2. Participants have subject matter knowledge in the core academic subjects the teachers teach (including use of computer related technology to enhance student learning) that will help them implement the CCSS.							
3. Principals/assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the CCSS to help students master core academic subjects.							

**FORM 6  
PROJECT BUDGET FORM**

LINE ITEMS	CATEGORY 1 Required College or University Teacher and Principal Preparation Partner (enter institution and academic unit names in parenthesis)		CATEGORY 2 Required College or University School of Arts and Sciences Partner (enter institution and academic unit names in parenthesis)		CATEGORY 3 Fiscal Agent High-Need School District Partner if Applicable (enter name in parentheses)		CATEGORY 4 All Other School District Partners (do not enter names here, but 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 break out costs associated with each in budget narrative)		TOTAL ANNUAL BUDGET	
	Budget Period==>	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14	7/1/14- 6/30/15	7/1/13- 6/30/14
<b>Instructional direct costs</b>	Do not fill in shaded area													
1. Salary/wages-project director(s) instructional														
2. Salary/wages-instructional faculty														
3. Salary/wages-other instructional														
4. Employee benefits-instructional														
5. Instructional faculty/staff travel														
6. Purchased instructional services (pre-approval required)														
7. Instructional materials & supplies (no equipment)														
8. Participant stipends														
9. Participant travel														
10. Other instructional costs (specify, and include no tuition or indirect)														
11. <i>Total instructional direct costs</i>														
<b>Administrative direct costs</b>	Do not fill in shaded area													
12. Salary/wages-project director(s) administrative														
13. Salary/wages-evaluator(s)														
14. Salary/wages-other administrative														
15. Employee benefits-administrative														
16. Administrative materials & supplies (no equipment)														
17. Administrative travel														
18. Other administrative (specify, and include no tuition or indirect )														
19. <i>Total administrative direct costs</i>														
20. <b>TOTAL DIRECT COSTS (line 11+line 19)</b>														
21. Indirect costs (subject to limits outlined in RFP)														
22. <b>TOTAL GRANT FUNDS REQUESTED (line 20 + line 21)</b>														
23. 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.

## **FORM 7 STATEMENT OF ASSURANCES**

***Each applicant hereby certifies to the Washington State Washington Student Achievement Council that:***

1. The information submitted in the proposal is true and correct, to the best of the applicant's knowledge;
2. The applicant understands that the Council will not reimburse the applicant for any costs incurred in the preparation of this proposal or for costs associated with applicant interviews;
3. The applicant and its partners have complied with NCLB Section 9501 (equitable participation for personnel from nonprofit private schools);
4. Neither the applicant nor any partners or principals (including but not limited to school principals) is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency (if the applicant and its partners are unable to certify to any of the statements in this certification, such prospective participant must attach an explanation to this proposal); and
5. Certification for Contracts, Grants, Loans, and Cooperative Agreements:

The undersigned certifies, to the best of his or her knowledge and belief, that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

***Furthermore, each applicant hereby provides assurances to the Council and OSPI that if a grant is received pursuant to this request for proposals, the applicant will:***

6. Conduct the professional development described in this Request for Proposals, as amended in writing by mutual agreement between that applicant and the Council;

7. Obtain written certification that any participating paraprofessionals are highly qualified (i.e., they have at least two years of classroom experience and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers);
8. Comply with all applicable provisions of the Elementary and Secondary Education Act;
9. Comply with requirements to audit the grant-funded program in accordance with the Federal Office of Management and Budget (OMB) Circular A-133, and supply the Council with a copy of the audit report for each fiscal year in which those grant funds were expended within 60 days of the completion of the audit;
10. Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (gender equity), and the Age Discrimination Act of 1975;
11. Comply with the requirements of the Drug Free Workplace Act of 1988;
12. Keep all records necessary for fiscal and program auditing and give the Washington State Washington Student Achievement Council, the United States Department of Education or the State Auditor through any authorized representatives, access to and the right to examine all records, books, papers, or documents related to the grant;
13. Retain all fiscal records for a period of at least six years after the end of the grant;
14. Comply with the administrative procedures of the Council and OSPI and all requirements of the United States Department of Education’s General Administrative Regulations (EDGAR);
15. Provide all reports and other information required by the Council, OSPI, and/or the U.S. Department of Education;
16. Comply with Executive Order 13513, which prohibits grant recipients, subrecipients, and their grant personnel from text messaging while driving a government owned vehicle or their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving; and
17. Provide an assurance signed by representatives of all partners that the eligible partnership represented by the applicant will communicate proactively with the Council about project status, successes, needs, challenges, and technical assistance.

\_\_\_\_\_  
Applicant Organization Name

\_\_\_\_\_  
Pint Project Director Name

\_\_\_\_\_  
Print Name of Executive official with authority to legally bind applicant

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**FORM 8  
PRINCIPAL/ASSISTANT PRINCIPAL ASSURANCE FORM**

**(Duplicate this form for each school served by the project. Submit one form per school. It is ok for the responses to cause the form to be more than one page long after it is completed.)**

<b>School Name:</b>	
<b>District School is in:</b>	
<p><i>1. Describe how the project represents a logical next step in district/school CCSS implementation or fills in a missing CCSS implementation piece that would not otherwise be filled (i.e. fills a gap in internal capacity). In addition, identify other professional development plans and activities (whether funded by other grants or not) that will be in effect within the schools served by the proposed project during 2013-14 or 2013-15 (for two year projects), and describe how the project will align with them.</i></p>	
<p><i>2. Check all of the following that apply to you and describe your commitment:</i></p> <p><input type="checkbox"/> <i>I commit to moderate participation and support of the project, such as such as helping with planning; assisting with identifying and recruiting teachers/highly qualified paraprofessionals (if served by the project), explicitly linking project work to individual teacher/highly qualified paraprofessional (if served by the project) professional development plans; providing assistance with technological issues such as ensuring online access for participants; and/or providing food and beverages for breaks or working lunches. Specifically, I commit to: (Describe your commitment here, including, but not limited to identifying which items from the list above you are committing to.)</i></p> <p><i>In addition,</i></p> <p><input type="checkbox"/> <i>I commit to significant participation in and support of the project, such as: participating in at least 16 hours/year of the project's professional development activities; providing time during the school day (outside of grant funded time) for teachers/highly qualified paraprofessionals to do project-related work; and/or providing substitute teachers. Specifically, I commit to: (Describe your commitment here, including, but not limited to identifying which items from the list above you are committing to.)</i></p>	
<p><i>Certifications:</i></p> <p><i>a. I will participate in at least 8 hours per year worth of professional development activities offered by the proposed project.</i></p> <p><i>b. To the best of my knowledge, all information above is accurate and complete.</i></p>	
<b>Printed Name of each participating Principal/Assistant Principal</b>	
<b>Signature of each participating Principal/Assistant Principal and date signed</b>	

**FORM 9  
TEACHER/HIGHLY QUALIFIED PARAPROFESSIONAL ASSURANCE FORM**

**(Duplicate this form for each school served. Each school may submit up to three forms.)**

School Name: \_\_\_\_\_ District Name: \_\_\_\_\_

**By signing below, I certify that I have read the proposed project’s Notice of Intent, and understand and agree to fulfill my role and time commitment in implementing the project, if funded.**

	<b>Print Name</b>	<b>Title and Subject(s) (e.g. 10<sup>th</sup> grade Teacher –Math)</b>	<b>Signature</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			
<b>5.</b>			
<b>6.</b>			
<b>7.</b>			
<b>8.</b>			
<b>9.</b>			
<b>10.</b>			
<b>11.</b>			
<b>12.</b>			
<b>13.</b>			
<b>14.</b>			
<b>15.</b>			
<b>16.</b>			
<b>17.</b>			
<b>18.</b>			
<b>19.</b>			
<b>20.</b>			