

No Child Left Behind Act of 2001
Public Law 107-110

**Mathematics and Science
Partnership Program**



**Request for Proposals
2012-2013 Awards**

Deadline for Applications: December 21, 2012

Nevada Department of Education

**Dr. James Guthrie
Superintendent of Public Instruction**

APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF HIGHER EDUCATION, SCHOOL DISTRICTS, AND NONPROFIT ORGANIZATIONS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT

I. Introduction/Background

In January of 2002, the No Child Left Behind Act of 2001 (NCLB) became law. Title II Part B of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, local school districts, elementary schools, and secondary schools to participate in professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers. Professional development activities must be sustained, intensive, classroom focused, and aligned with the Common Core State Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 districts, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by providing K-12 teachers with strong mathematics and/or science content knowledge.

The Nevada Department of Education (NDE) is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program will be awarded by the Department to support successful proposals submitted by departments of mathematics, science, or engineering at Nevada institutions of higher education; high-need school districts; or nonprofit organizations (NPOs) that have formed partnerships that will provide program and resources to improve mathematics and science instruction. A total of \$1,002,515.25 is available to support new and continuing projects in 2012-2013.

II. Program Description

- A. Purpose: The purpose of this program is to improve the academic achievement of students in the areas of mathematics and/or science, and enable all teachers to achieve Highly Effective status, by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and/or secondary schools to partner in implementing high-quality professional development programs, including programs that:
- (1) Improve and upgrade the status and stature of mathematics and science teaching the Common Core State Standards by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the

establishment of a comprehensive, integrated system of training and advising mathematics and science teachers;

(2) Focus on the education of mathematics and/or science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;

(3) Improve and enhance the abilities of teachers of mathematics and/or science to use the processes of scientific investigation and inquiry to build their own content knowledge base and abilities;

(4) Bring mathematics and science teachers in elementary schools and/or secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and/or science teachers; and/or

(5) Improve and expand knowledge base of mathematics and/or science teachers, including training such teachers in the effective integration of Common Core State Standards in Mathematics and/or English Language Arts and technology into curricula and instruction.

B. Eligibility (eligible partners):

(1) Partnerships applying for a Mathematics and Science Partnership grant **must** include:

(a) An engineering, mathematics, or science department of an institution of higher education;

(b) A high-need local educational agency; and

(c) A teacher training department of an institution of higher education; and

(2) Partnerships may also include:

(a) Another engineering, mathematics, science, or teacher training department of an institution of higher education;

(b) Additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;

(c) A business; or

(d) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

C. Uses of Funds: A partnership shall use funds provided for one or more of the following activities related to elementary schools or secondary schools:

(1) Creating opportunities for enhanced and ongoing professional development focused on the Common Core State Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. and how that applies to mathematics and/or science teachers to improve the subject matter knowledge of such teachers;

(2) Establishing and operating mathematics and/or science summer workshops or institutes, including follow-up training, for elementary school and/or secondary school mathematics and/or science teachers that shall:

(a) Directly relate to the Common Core State Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects with a focus on mathematics and/or science curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;

(b) Enhance the ability of the teacher to understand and use the challenging Common Core State Standards in Mathematics and/or English Language Arts & Literacy in

History/Social Studies, Science, and Technical Subjects.to enhance mathematics and/or science instruction and curricula; and

(c) Train teachers to use curricula that are based on scientific research, aligned with challenging Common Core State Standards, and are object-centered, experiment-oriented, and concept- and content-based;

(3) Designing programs to prepare a mathematics or science teacher for the Common Core State Standards in mathematics and/or literacy at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance;

(4) Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of, and research in, science and mathematics; and

(5) Establishing distance learning programs for mathematics and science teachers using the Common Core State Standards that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.

D. Priorities: The Nevada MSP program priorities for the 2012-2013 funding cycle are:

(1) Programs to improve grade level content knowledge and skills of mathematics and/or science teachers (including special education and second language teachers) aligned to the Common Core State Standards for Mathematics and/or English Language Arts; or

(2) Programs that support the **integration** of STEM programs and activities (science and mathematics through engineering and the use of technology) aligned to **grade level** Common Core State Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Nevada State Content Standards for Science and/or technology in K- 12 education. The Nevada Department of Education and statewide stakeholders believe STEM education to be described in the following way: *STEM (Science, Technology, Engineering, and Mathematics) education focuses on active teaching and learning, centered on relevant experiences, problem-solving, and critical thinking processes. STEM education emphasizes the natural interconnectedness of science, technology, engineering, and mathematics, and their connection to other disciplines, to produce informed citizens that possess and apply the necessary understandings to expand Nevada's STEM-capable workforce in order to compete in a global society.*

E. Duration of Grants: Due to the uncertainty of continued federal funding grants will be awarded for a period of 1 year.

F. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

III. Definitions

A. Highly Effective Teacher: Teachers who are currently teaching in Nevada public schools on an endorsement listed on a valid teacher certificate issued by the State of Nevada are considered highly qualified and have met the requirements of the No Child Left Behind Act.

- B. Professional Development: The term “professional development” for this grant cycle means instructional activities that:
- (1) Are aligned to the Common Core State Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and assessment;
 - (2) Improve and increase teachers’ knowledge of the academic subjects they teach;
 - (3) Enable teachers to become highly effective; and
 - (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.
- C. Scientifically Based Research: The term “scientifically based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:
- Employs systematic, empirical methods that draw on observation or experiment and involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (1) 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;
 - (2) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (3) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
 - (4) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
- D. High-Need School District: The term “high-need school district” means a school district that:
- Has a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or that have a high percentage of teachers with emergency, provisional, or temporary certification or licensing; or
- (1) Has a high percentage of students scoring below state targets or national averages on assessments of student achievement in science and/or mathematics.
 - For 2012-2013 all of Nevada’s school districts are eligible to participate as full members of a partnership.
- E. Summer Workshop or Institute: The term “summer workshop or institute” means a workshop or institute, conducted during the summer, that:
- (1) Is aligned to grade level Common Core State Standards in Mathematics and/or English Language Arts;
 - (2) Is conducted for a period of not less than 40 hours (1 weeks);

- (3) Includes, as a component, a program that provides direct interaction between students and faculty; and
- (4) Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three days.

IV. Proposal Requirements

Each proposal submitted **must** include:

- A. Evidence of Grade Level Alignment to the Common Core State Standards in either Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
 - (1) Document(s) that cite alignment to CCSS.
 - (2) 1 page narrative stating how project aligns to improving mathematics and/or science content.

- B. Evidence of Meaningful Partnerships: Partnerships that exhibit characteristics including, but not limited to, the following:
 - (1) Commitment: Evidence of active involvement of all partners must be documented.
 - (2) Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.
 - (3) Sustainability: A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.

- B. Needs Assessment: The results of a comprehensive assessment of the teacher effectiveness and professional development needs, with respect to the teaching and learning of mathematics and science, of each school district or school that comprise the eligible partnership. This needs assessment should, to the extent possible, provide base-line data that can be used to evaluate the effectiveness of the project and to set annual targets for improvement.

- C. Project Plan That Meets Identified Needs: Implementation plans that include:
 - (1) Evidence that planned activities align to Common Core State Standards;
 - (2) Evidence that the planned activities will address identified measurable outcomes through clear strategies that provide roadmaps to achieving both the long and short term goals and objectives of the program;
 - (3) A description of how the activities to be carried out by the eligible partnership will address the most pressing professional development needs of the participating school districts or schools, as determined by the needs assessment, and how these activities will be aligned with Common Core State Standards and their alignment to promote student academic achievement in mathematics and/or science; and
 - (4) A description of how the eligible partnership will carry out the authorized activities.

- D. Research Base: A description of how the activities to be carried out by the eligible partnership will be based on a review of scientifically based research, and an explanation of how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction.
- E. Evaluation and Accountability Plan: An evaluation and accountability plan that includes rigorous evaluation procedures that measure at a minimum:
 - (1) Alignment to the Common Core State Standards;
 - (2) Progress towards meeting the objectives and annual targets established in response to the comprehensive needs assessment;
 - (3) The number of mathematics and/or science teachers who participate in content-based professional development; and
 - (4) Student academic achievement in mathematics and/or science.

V. Preparation of Application

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

- A. Cover Page: Use the form provided in Appendix A. The cover page should be the **first page** of the application.
- B. Assurances: Use the form provided in Appendix B. Attach the assurances page behind the cover page as the second page of the application.
- C. Partnership Agreements: This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project. It shall include a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:
 - (1) A Partner Identification Form (see Appendix C) for each partner; and
 - (2) A letter of commitment from each partner **outlining the role and contributions of the partner**.
- D. Results of Needs Assessment: This section will identify and prioritize baseline professional development needs **of teachers in partner school districts**. This baseline information must be determined using a current (within past 12 months) assessment of teacher quality and professional development needs. This section will also include a description of the methodologies used to collect this information. The results of the assessment **must** be used in the establishment of the goals and objectives for this proposal.
- E. Common Core State Standards Alignment Document: List the Common Core State Standards by **grade level** that will be focused on during this project.
- F. Common Core State Standards Narrative: Narrative explaining how the **grade level** Common Core State Standards will help promote content knowledge in mathematics and/or science. **1 single-spaced page**.

- G. Repeat Applicant Project Abstract: Partnerships that have previously received MSP Program funding must include an abstract of prior work. The abstract must describe the projects' intended goals, the amount of funding received by project year, the number of teachers it intended to serve (according to its formal proposal), the number of teachers it actually served, an explanation of how the budget was spent, qualitative and quantitative evidence of progress towards goals, a description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts. The abstract may not exceed **2 single-spaced pages**.
- H. Abstract: All partnerships must provide a **1-page, single-spaced** abstract (this will not go towards total page count) of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the grade band and content area of proposed work, the number of teachers it intends to serve, the academic/instructional need of the schools in which they provide instruction, the partnership goals, and a brief overview of the work plan and evaluation plan.
- I. Project Narrative: The program narrative must address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages. **10 double spaced pages**.
- (1) Need(s) Addressed –Professional development Common Core State Standards needs determined by the needs assessment(s) in participating schools/districts. Indicate how these needs will be addressed by the project.
 - (2) Program Goals and Objectives – The project narrative must identify measurable project objectives for increasing teacher content knowledge and changing teacher practice aligned to the Common Core State Standards. It should describe recruitment and retention strategies that will be used to attract and retain teachers in the project. Objectives should be written in year-long increments so projects may qualitatively and quantitatively assess progress towards goals.
 - (3) Program Activities – The project action plan should describe the proposed creative, strategic activities aligned to Common Core State Standards that extend beyond commonplace approaches and how they provide instruction to; model content-specific instructional strategies that will provide teachers with the methodologies to effectively improve student achievement of the Common Core State Standards; and describe how the professional learning sessions are specifically aligned to Common Core State Standards.
 - (4) Project Management Plan – This portion of the narrative should describe the management plan by which all partners are fully engaged to realize the partnership's goals and outcomes of being aligned to the Common Core State Standards. It should describe in detail the specific roles, responsibilities, and time commitments of the project management team. It should also provide the number of mathematics and science faculty and teacher preparation faculty who will be engaged in the project work. **A one-page** vitae (not part of the 10 page narrative) for all project management team members, faculty members, and consultants involved with the project must be included in the proposal appendix.
 - (5) Timeline – Include a timeline of all significant activities.
 - (6) Institutional Capacity – Briefly describe each partner's capacity to successfully carry out assigned responsibilities.

- (7) Alignment of Professional Development with Common Core State Standards – Describe how the Common Core State Standards increase the content knowledge required in mathematics and/or science at the grade-level(s) being taught by participating teachers.
- (8) Research Base to Support Project – Describe the scientifically based research on which the proposed activities are based, and explain how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction.

J. Evaluation and Accountability Plan: The evaluation and accountability plan should be described in terms of how it will guide project progress annually and will measure the impact of the work described in the action plan, including a description of the instruments/metrics (state-required and other) by which the project will measure its progress towards goals. It should describe both formative and summative assessment methods that will be used. Formative evaluation should provide evidence of the strengths and weaknesses of the project and help the partnership identify the extent to which the lessons learned from the sessions are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus demonstrating the effectiveness of the project on student and teacher outcomes.

Describe the plan that will be used to evaluate the program during each year of the program. This plan **must** include:

- (1) Mastery of aligned Common Core State Standards addressed;
- (2) Measurable objectives and annual targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment;
- (3) Measurable objectives and annual targets to increase the number of mathematics and/or science teachers who participate in content-based professional development activities; and
- (4) Measurable objectives for improved student academic achievement on State and other mathematics and/or science assessments.
- (5) A description of the data that will serve as baseline for targets;
- (6) A description of the instruments and methodologies that will be used to collect and analyze the data on which obtainment of objectives and annual targets will be based.

For all grantees, a representative from the Nevada Department of Education will meet with project directors to discuss planning of professional development, observe the professional development, and discuss how the professional development went. During the observation, a rubric will be used to determine fidelity of the program and the grant application.

K. Budget: Include a one year project budget (see Appendix D) in the application. In addition, a Partner Funding Request (see Appendix E) for each partner (including the applying organization) must be included in the application appendix. Applicants are encouraged to include expenses to cover a representative to attend one out-of-state regional coordination meeting organized annually by the USDE.

Grants will be subject to budget reductions based on the number of actual participants. Although awards will be temporarily granted for the proposed attendees, actual amounts will be based on the total number of actual participants. A list of participants using the attached appendix will be required for reimbursement.

- L. Budget Narrative: The budget narrative should describe in detail how each line item was calculated. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources. Professional salaries will only be funded if the presenter/facilitator is working outside of their contracted day/hours.
- M. Appendix: The proposal appendix should include only the following documents:
- (1) A Partnership Identification Form (see Appendix C) for each partner;
 - (2) Letters of commitment from each partner;
 - (3) A Partner Funding Request (see Appendix E) for **each** partner; and
 - (4) One-page vitae for all faculty, staff, and consultants.
 - (5) Participant Form (see Appendix F); must be submitted with reimbursement
 - (6) Common Core State Standards Document(s) (see Appendix G.1 and/or G.2)
 - (7) Evidence of Consultation with Charter Schools and Nonpublic Schools (Appendix H)

VI. Proposal Submission and Review

- A. Technical Assistance Meeting: Applicants may attend a Technical Assistance meeting at one of the following two locations. These meetings will provide an opportunity for applicants to ask questions about the grant submission.
- **November 1st** from **8:30-10:30 AM at the Edison Building, North Training Room** 380-A Edison Way, **Reno, NV.**
 - **November 2nd** from **9:00-11:00 AM at the Southern Office of the Nevada Department of Education**, 9890 South Maryland Parkway, Suite 221, **Las Vegas, NV.** This meeting will be video conferenced to Elko and other NSHE sites if requested.
- B. Submission: Applicants must submit an original and five copies of the full proposal to the Department. The original must include an original signature of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. To be considered for funding, proposals must be received at the Department by **5:00 PM on December 21, 2012.** Incomplete applications will not be considered. Proposals should be mailed or delivered to:
- C.

Tracy Gruber
Nevada Department of Education
700 E. Fifth Street, Room 106
Carson City, NV 89701

D. Review Process: As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of the Department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the Department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel whose members have substantive expertise will evaluate eligible applications in light of the required application components and the established criteria. The NDE will make a special effort to recruit panelists who bear no conflict of interest towards any of the proposed partnerships. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic distribution.

Following the review, Department staff will contact **Program Directors** to discuss any modifications of the project plan that may be required. The Department will fund those proposals that show the most promise for increasing student achievement in mathematics and science by way of the Common Core State Standards. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

E. Review Criteria:

Criteria	Points
Commitment and Capacity of Partnership	12
Demonstration of Professional Dev. Needs in Partner School/Districts	12
Commitment to Partner with Charter and/or Nonpublic School	3
Meets Technical Quality Criteria	6
Alignment of Project Goals and Objectives to Common Core State Standards to Enhance Mathematics and Science Instruction	24
Research Based and Efficacy of Plan to Increase Student Achievement	9
Evaluation and Accountability Plan	24
Budget and Cost Effectiveness	12
Meets State Priority	6
Total Points Possible	108

** If an application does not meet one of the two state priorities stated on page three, the application will be disqualified.

Proposals from partnerships that have previously received a Nevada MSP program grant will also be reviewed on the reported results of the earlier project.

F. <u>Timeline:</u>	RFP Posted on NDE website	October 29, 2012 10:00 AM
	Technical Assistance Meetings	November 1, 2012 8:30 AM (Reno)
		November 2, 2012 9:00 AM (Las Vegas)
	Proposals Due	December 21, 2012 5:00 PM
	Review of Proposals	January, 2013
	Notification of Awards	February, 2013

VII. Award Administration

- A. Notification of the Award: Within thirty days of completion of the review process, the Program Director will be notified of the status of the proposal.
- B. Award Conditions: For the 2013-2014 competition, approximately \$is available for new and continuing awards under the (NCLB, Title II, Part B) Mathematics and Science Partnership program. The Department expects to fund 4-5 new MSP programs. Applicants should note that Congress has not yet appropriated any funds for the 2013-2014 MSP program.
- ** Although not an absolute criteria, effort will be made to provide for equitable geographic distribution of funds within the state.
- C. Reporting Requirements: Each eligible partnership receiving a grant must report annually to the Department and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements will be made available from the Department and the U.S. Secretary of Education.



Nevada Department of Education

Application for 2012-2013 Mathematics and Science Partnership Grant

Applying Institution or Organization: _____

Program Title: _____

Program Director

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Amount of MSP Funds Requested in Year One: \$ _____

Number of Teachers to be Served Directly in Year One: _____

Number of Teacher Contact Hours in Year One: _____

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

STATEMENT OF ASSURANCES

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

1. Upon request, provide the Nevada Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994
 - g. No Child Left Behind Act of 2001;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and underserved groups: **Each applicant must include evidence that all eligible local education agencies including private and charter schools were consulted and included during the planning and preparation of the proposal;**
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Nevada Department of Education.

Partner Identification Form

Include a Partnership Identification Form for each of the partner institutions/organizations.

PARTNER INSTITUTION: _____

Primary Contact

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Type of Institution/Organization: _____

Project Budget

This form is a required element of the grant application. The application must also include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. Also, documentation is required to guarantee all professional services are being conducted on noncontract time if being paid through the grant.

Program Title:

Direct Cost Requested for Partnership	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
10. Indirect Costs*	
Total	

* The indirect cost rate shall not exceed 7.5% of the direct costs.

Project Cost Share Provided By All Partners

Direct Cost Provided by Partnership	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
Total	

Partner Funding Request

Name of Partner Organization:

On this form, list only the funding this partner will receive from the grant.

A. Direct Cost Requested for Partner	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
B. Indirect Costs Requested by this Partner	
Total Funding to Partner From Grant	

Partner Contribution to Partnership

A. Direct Cost Contributed by Partner:	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
Total Cost Provided by Partner	

Evidence of Alignment to Grade Level Common Core State Standards--Mathematics

The primary goal of the Nevada Math/Science Partnership (MSP) Program is to improve student achievement in mathematics and science for all students in the state. In support of this goal, all projects that will be granted for the 2013-2014 school year must align to grade level Common Core State Standards.

Please complete the following document to show how this proposed grant project will be aligned to grade level **Common Core State Standards in Mathematics**.

Common Core State Standards in Mathematics	Grade Level	Purpose of Standard	Outcome: How will this standard be measured to mastery?

Evidence of Consultation with Charter Schools and Nonpublic Schools

The primary goal of the Nevada Math/Science Partnership (MSP) Program is to improve student achievement in mathematics and science for all students in the state. In support of this goal, all projects are strongly encouraged to include all schools including charter schools, and nonpublic throughout the planning, development and operation of their programs. Under guidance from the U.S. Department of Education, the Nevada MSP program requires that all projects submit documentation of this consultation as part of any project proposal.

Early in development, project directors should include teachers and administrators from charter schools and nonpublic schools in their assessment of the needs to be addressed by the project. These same educators should continue to be included throughout the project's duration. If the proposal is successful in securing funding, then the partners should notify any charter or nonpublic school in the area of the opportunity to participate in the MSP program. Please submit this form with all new applications for the Nevada MSP program. Additional documentation of consultation (e.g., sign-in sheets from meetings) should be kept by the project directors.

Name of Project: _____

MSP Contact Name: _____

Phone: _____ Email: _____

Charter or Nonpublic School Name	Name of person consulted with during the needs assessment and project development	Phone number or Email of contact person	Interested in participating in MSP project	Indicate the number of times school did not respond to inquiries

The Project Director assures that all charter and nonpublic schools were given the opportunity to participate in the proposed MSP program and that it engaged in meaningful consultation as required by section 9501(c) of ESEA.

Printed or Typed name of Project Director _____

Signature _____ Date _____

EVALUATION RUBRIC

If no evidence is found, applications will receive a zero for that criterion.

A. COMMITMENT AND CAPACITY OF PARTNERSHIP

12 POINTS TOTAL

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> • Describes specific and definitive roles for each partner, including how responsibilities relate to the goals and objectives of the program and Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> • Outlines a clear process for meeting Common Core State Standards and identified needs and deadlines. 	0	1	2	3	
<ul style="list-style-type: none"> • Describes a clear process for making decisions that includes participation from all partners and regular communication. 	0	1	2	3	
<ul style="list-style-type: none"> • Provides a projected plan and timeline for how the partnership will continue beyond the grant. 	0	1	2	3	
Total points for section:					

B. NEEDS ASSESSMENT

12 POINTS TOTAL

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Identifies specific gaps or weaknesses in teacher math and/or science knowledge and the Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> Clearly identifies the specific teachers that will be served under this program or describes a clear process for identifying those teachers. 	0	1	2	3	
<ul style="list-style-type: none"> Identifies specific gaps or weaknesses in student math and/or science achievement and the Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> Student achievement data is included and provides compelling evidence of need for professional development on content knowledge and Common Core State Standards. 	0	1	2	3	
Total points for section:					

C. COMMITMENT TO PARTNERING WITH CHARTER AND/OR NONPUBLIC SCHOOLS **3 POINTS TOTAL**

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Made an effort to connect with charter and/or nonpublic schools. Documentation of this effort provided for committee. 	0	1	2	3	
Total points for section:					

D. MEETS TECHNICAL QUALITY CRITERIA **6 POINTS TOTAL**

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Meets the following technical quality requirements (cover page, page number requirements, and 12 point font) 	0	1	2	3	
<ul style="list-style-type: none"> Meets the following technical quality requirements (appropriately spaces for single and double spaced pages, and includes all of the appropriate appendices) 	0	1	2	3	
Total points for section:					

E. ALIGNMENT TO COMMON CORE STANDARDS AND MATHEMATICS AND/OR SCIENCE CONTENT KNOWLEDGE **24 POINTS TOTAL**

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Includes Common Core State Standards goals and objectives to address identified needs. (Goals are specific, measurable, attainable, results-oriented, and time-bound.) 	0	1	2	3	
<ul style="list-style-type: none"> Program activities clearly address the needs of Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> Program clearly identifies the mathematics and/or content knowledge aligned to Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> Program clearly describes multiple activities or strategies to promote grade level expectations of Common Core State standards. 	0	1	2	3	
<ul style="list-style-type: none"> Attached course syllabi clearly address the Common Core State Standards and Mathematics and/or Science content knowledge. 	0	1	2	3	
<ul style="list-style-type: none"> Timeline is clear and realistic. 					
<ul style="list-style-type: none"> Describes how teachers will be recruited to participate in program. 	0	1	2	3	
<ul style="list-style-type: none"> Evaluation activities are clearly delineated and are integrated into the work plan. 	0	1	2	3	
	0	1	2	3	
Total points for section:					

F. RESEARCH BASED AND EFFICACY OF PLAN

9 POINTS TOTAL

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Includes a thorough description of how project activities are supported by scientifically-based research. 	0	1	2	3	
<ul style="list-style-type: none"> Includes references from peer reviewed journals. 	0	1	2	3	
<ul style="list-style-type: none"> Provides convincing research of how project activities are expected to strengthen the quality of instruction and improve academic achievement 	0	1	2	3	
Total points for section:					

G. EVALUATION & ACCOUNTABILITY PLAN

24 TOTAL POINTS

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Provides a thorough discussion of the research and evaluation methods the program will use. 	0	1	2	3	
<ul style="list-style-type: none"> Plan identifies external evaluator and valid/reliable instruments to yield quantitative/qualitative indicators of projects progress. 	0	1	2	3	
<ul style="list-style-type: none"> Evaluation is based on an experimental or quasi-experimental design. 	0	1	2	3	
<ul style="list-style-type: none"> Plan for collecting the required data for teachers and students, including comparison group(s). 	0	1	2	3	
<ul style="list-style-type: none"> Provides clear measurable objectives which describe progress toward meeting the goals and objectives of Common Core State Standards. 	0	1	2	3	
<ul style="list-style-type: none"> Pre/post test procedures that align to Common Core State Standards and Math/Science Content Knowledge. 	0	1	2	3	
<ul style="list-style-type: none"> Clear plan for measuring improvement in student achievement in math and/or science instruction & CCSS. 	0	1	2	3	
<ul style="list-style-type: none"> Clearly describes a process for cooperating with NDE to submit required data. 	0	1	2	3	
Total points for section:					

H. BUDGET JUSTIFICATION

12 TOTAL POINTS

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> Provides strong justification costs of the program. 	0	1	2	3	
<ul style="list-style-type: none"> Detailed descriptions are provided for all budget categories. 	0	1	2	3	
<ul style="list-style-type: none"> The budget and budget justification are directly tied to the work plan. 	0	1	2	3	
<ul style="list-style-type: none"> Includes a specific description about how all available resources will be leveraged to coordinate services to support and sustain the program. 	0	1	2	3	
Total points for section:					

I. State Priority

3 Total Points

Indicators	No Evidence	Minimal Evidence	Adequate Evidence	Evidence Exceeds Requirement	Total Points
<ul style="list-style-type: none"> The application states and clearly address one of the state priorities based on the of Common Core Standards 	0	1	2	3	
<ul style="list-style-type: none"> The application clearly makes the connections between mathematics and/or science content knowledge to the state priority addressed in application. 	0	1	2	3	
Total points for section:					

Total number of points possible for all subsections: 108

Total Points awarded to this application: _____

Comments:

Appendix I