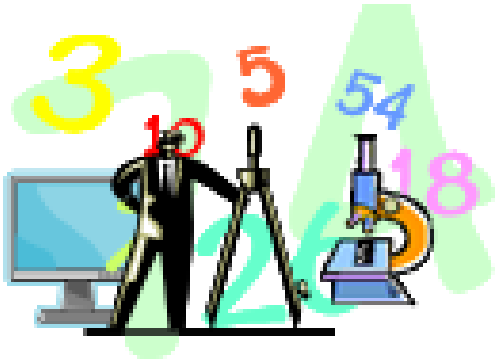

The Office of the State Superintendent of Education (OSSE) invites the submission of applications for funding under Title II, Part B of the Elementary and Secondary Education Act of 1965, as amended

Program Office:	**Elementary and Secondary Education**
Funding Opportunity Title:	**Mathematics and Science Partnerships**
Announcement Type:	**Initial Request for Applications (RFA)**
Funding Opportunity Number:	**OSSE-ELSEC-011813/2B**
CFDA Number:	**84.366B**
Due Date for Applications:	**Round 1: February 18, 2013** **Round 2: March 15, 2013**

810 First Street, NE, 5th floor
Washington, DC 20002

Mathematics and Science Partnerships Program RFA

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SECTION I: FUNDING OPPORTUNITY DESCRIPTION

Overview: The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to announce the seventh competition for the Mathematics and Science Partnerships (MSP) Program. The MSP Program is funded under FY 2012 and 2013 Title II, Part B grants[1] from the U.S. Department of Education as authorized through provisions in the Elementary and Secondary Education Act (ESEA), as amended. The intent of this competitive grant program is to encourage local educational agencies (LEAs) and institutions of higher education (IHEs) to collaborate in professional development activities that increase the subject matter knowledge and improve the standards-based instructional practices of science, technology/engineering, and mathematics (STEM) teachers. LEAs are encouraged to take leadership roles in implementing and perpetuating the training that is developed with awarded funds. This program directly addresses identified teacher shortages in mathematics and science in the District of Columbia public schools.

Successful applications will include ways to sustain intensive, high-quality professional development activities that focus particularly on deepening teachers' content knowledge and establishing coherence in teachers' professional development experiences.

Purpose: The purpose of this funding is to increase the academic achievement of students in mathematics and science by providing professional development that enhances the content knowledge and teaching skills of classroom teachers. Partnerships between LEAs and the science, technology, engineering, and mathematics (STEM) faculty in IHEs are at the core of these improvement efforts. Other partners may include public schools, businesses, and non-profit organizations involved in mathematics and science education.

District of Columbia Priority: A total of 20 priority points may be awarded.
Applicants that partner with ***Priority Schools*** (See list of Priority Schools in Attachment G) under OSSE's accountability plan, to provide professional development in mathematics or science will receive up to 10 priority points. Priority Schools are schools with the greatest need for intense support to address low performance of all students. In the District of Columbia's State Education Plan, a Priority School is defined as a school with the following characteristics:

- Tier I or Tier II school improvement grant (SIG) school;
- School index score of 25 or less or;
- Graduation rate of less than 60% for 2 or more consecutive years; or
- DC CAS student participation rate of less than 95% for 2 or more years.

Schools in this category retain their Priority classification until meet the exit criteria established in the State Education Plan. Comprehensive information on the DC OSSE Accountability System can be found at the following link: District of Columbia State Accountability| OSSE. The lists of Priority Schools by city ward is readily available at the following link: [State Education Plan]

[1] http://www.ed.gov/programs/mathsci/legislation.html

Additionally, applications that include an evaluation plan with a design that is experimental or quasi-experimental may receive up to 10 priority points.

Experimental evaluation plans must compare the outcomes of a randomly assigned treatment and control group.

Quasi-experimental evaluations must compare the outcome of a treatment and comparison group that meets one of two design criteria:

- *Comparison group study with equating*—statistical controls or matching techniques were used to make the treatment and comparison groups similar on their pre-intervention characteristics; or
- *Regression-discontinuity study*—individuals (or other units such as classrooms or schools) were assigned to treatment or comparison groups on the basis of a "cutoff" score on a pre-intervention non-dichotomous measure.

Accordingly, a teacher in greatest need is:

- teaching at a Priority School
- teaching mathematics or science

Eligibility: Funds will be awarded to partnerships consisting of at least one District of Columbia high-need LEA **and** one science, technology, engineering, and mathematics (STEM) department within an institution of higher education (IHE). Eligible partnerships **may** also include:

- Additional STEM or teacher training departments with an institution of higher education;
- Additional public and/or charter LEAs, public or private schools, or a consortium of such schools;
- A business, including but not limited to for-profit, non-profit, research or commercial STEM agencies; or
- A non-profit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

.

A high-need LEA is defined as an LEA:

1. (a) That serves not fewer than 10,000 children from families with incomes below the poverty line; **or**

   (b) For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**

2. (a) For which there is a high percentage (20 % or more) of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or may have an emergency, or provisional or temporary certification or licensing

The following LEAs are eligible according to these criteria:

1. DCPS
2. DYRS

3. Excel Academy PCS
4. Perry Street Prep PCS
5. Potomac Lighthouse PCS
6. Roots PCS

or

3. For which there is a high teacher turnover rate or a high percentage of teachers with emergency, provisional or temporary certification or licensure.

The following LEAs are eligible according to this criterion:

1. Eagle Academy PCS
2. Bridges PCS
3. Excel Academy PCS
4. Hyde Leadership PCS
5. Ideal Academy PCS
6. William E. Doar, Jr. PCS
7. CENTER CITY PCS
8. Potomac Lighthouse PCS
9. Septima Clark PCS
10. Achievement Preparatory Academy
11. Options PCS
12. MAYA ANGELOU PCS
13. Howard University Math and Science PCS
14. Imagine Southeast
15. Tree of Life PCS

The institution of higher education must:

- Be certified by the U.S. Department of Education(link to Database of Accredited Postsecondary Institutions and Programs) ; and
- Provide services in the District of Columbia at the applicant's university or college, DC public school, charter school, private school or other suitable facility approved by OSSE.

Continuation or Expansion of Previously-Funded Programs. Additional funding for previously approved and funded projects will be contingent upon:

- Presentation of sufficient documentation of the project's needs to extend and/or elaborate on the original scope of the project and/or to gather additional data to support project findings,
- Inclusion of teachers from at least one Priority School;
- Adherence to reporting and other compliance requirements for the program period during which funds were received; and
- Evidence of program effectiveness.

Cohort to be Served: OSSE MSP projects that are no longer funded may apply using a new cohort of teacher participants, a new project design, and/or a new partnership configuration (adding or deleting LEA partners and/or IHEs) from a previously funded partnership.

Equitable Access and Participation. Section 9501 of the No Child Left Behind Act requires entities applying for funds under the Title II, Part B (Mathematics and Science Partnership Programs) to offer eligible private schools within the boundaries of the LEA attendance areas the opportunity to participate in the program being developed. If applicable, applicants must delineate how this provision will be met in the application.

SECTION II: PROJECT REQUIREMENTS

General Requirements: Successful applicants must include partnerships as described above. In articulating goals, objective and activities, the applicant must address the following general requirements:

1. High-quality, content-specific professional development for science, technology/ engineering, and/or mathematics teachers, including special education teachers and teachers of English language learners;
2. At least 45 hours of direct instructional time and 24 hours of supplemental *activities* per course to guide the implementation of course content into standards-based instruction and facilitate connections between the course and LEA STEM initiatives; and
3. Integration of the local evaluator into the initial program planning, a formalized program evaluation, and compliance with state and federal reporting requirements.

MSP partnerships are encouraged to include additional activities for *high-need LEAs* that integrate the professional development with local STEM improvement initiatives (e.g., improvement plans, curriculum alignment or instructional documents, instructional leadership training and protocols, and/or Individual Professional Development Plans).

Performance Reports: All MSP projects must report annually on MSP's impact on increasing teachers´ content knowledge and student learning via web-based data collection instruments. Reports include measures of growth in teachers' content knowledge, teacher effectiveness and improved student achievement in the targeted subject areas.

Evaluation: In accordance with P.L. 107-110 Sec.2202 (e)(2)(A) – (C), each eligible partnership receiving a sub-grant shall develop an evaluation and accountability plan for activities of the project that include rigorous measureable objectives and pre and post test procedures that measure the impact of program activities. See Section IV of this RFA for greater detail.

SECTION III: AWARD INFORMATION

Amount of Funding. The total estimated amount of available funds is listed below. Applicants may apply for funds from both fiscal years using the same application with different budgets for each fiscal year. See *Award Period* below for more detail:

Fiscal Year 2012:	$610,687.15
Fiscal Year 2013:	$556,420.00
Total	$1,167,107.15

Anticipated Number of Awards. OSSE anticipates funding a total of between four to six awards for both the SY 2012-2013 and the SY 2013-2014 competition. OSSE maintains the right to adjust the amount or number of grant awards and amounts as funding becomes available. OSSE does not guarantee a specific award amount, but rather will consider the scope and budget of the proposed project when determining the size of the award. Applicants should note that the grant awards are contingent upon continued funding availability from the U.S. Department of Education.

Award Period. Applicants may apply for funds from both fiscal years using the same application with different budgets. For example, an applicant may seek to fund 50% percent of the project from fiscal year 2012 funds and 50% of the project from fiscal year 2013 funds. The budget template and implementation timeline should indicate when funds from each award are to be used.

> **Fiscal Year 2012:** The grant programmatic and fiscal implementation period will be from the date of the grant award notice to September 30, 2013. All funds must be obligated by September 30, 2013. Projects that successfully demonstrate substantial progress and demonstrate programmatic and fiscal reporting compliance during the award period ***may*** be eligible to receive continuation awards for one (1) additional year subject to funding availability. **Funds may not be carried over into FY2014.**
>
> **Fiscal Year 2013:** The grant programmatic and fiscal implementation period will be from the date of the grant award notice to September 30, 2014. Year 1 will run from the date of the grant award notice to September 30, 2013. Year 2 will run from October 1, 2013 to September 30, 2014. All funds must be obligated by September 30, 2014. Projects that successfully demonstrate substantial progress and demonstrate programmatic and fiscal reporting compliance during the first year of the award period ***may*** be eligible to receive continuation awards for one (1) additional year (year 2). **Note that no more than 15% of the award may be carried over into year two of the program for programs funded for two years. Funds may not be carried over into FY2015.**

Grant Award Payments: In accordance with section 80.21(d) of the Education Department General Administrative Regulations (EDGAR), OSSE has implemented a reimbursement process for all sub-grantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the subgrantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. All awards will be reviewed annually for consideration of continued funding. Compliance with programmatic and fiscal implementation and reporting will be considered. In order to receive federal education funds, sub-grantees must establish eligibility by submitting an application to the OSSE in accordance with the relevant program statute(s) and any additional rules established by the OSSE. Once OSSE has fully approved the application and issued an official Grant Award Notification, sub-grantees may then receive payment for allowable expenditures for which obligation was made during the grant period through the reimbursement request process. To receive reimbursement for grant program expenditures, OSSE sub grantees must complete and submit the applicable reimbursement workbook/s electronically. Detailed

policy and template instructions are available at**http://osse.dc.gov/service/reimbursement-and-reporting-workbooks**

SECTION IV: APPLICATION AND SUBMISSION INFORMATION

Access to the Application Package. Use the Request for Applications (RFA) **OSSE-ELSEC-011813/2B** to apply for the Mathematics and Science Partnerships (MSP) program. The RFA is available on the Office of the State Superintendent of Education's (OSSE) website at www.OSSE.dc.gov, Mayor's Office of Partnership and Grants Development (OPGD) website at http://www.opgd.dc.gov and/or by contacting Sheryl Hamilton at (202) 741-6404 or Sheryl.Hamilton@dc.gov. You may also request an application in writing by using the following contact information:

Attention: Sheryl Hamilton
Office of the State Superintendent of Education
Elementary and Secondary Education-MSP Program
810 First Street, NE, 5th floor
Washington, DC 20002

Application Forms and Content
Each partnership requesting funding under this grant shall submit an application that clearly addresses the following areas:

Criteria 1: Abstract (2 points). All applicants must provide a summary that briefly describes the project vision, goals, activities, and key features that will address the expected benefits of the work. The abstract should highlight exemplary aspects of the proposed program and relate these to the selection criteria. The abstract may not exceed 1 page in length.

Criteria 2: Priority Points (20 points). (see page 5 and 6 of this RFA)

Criteria 3: Statement of Need (8 points). In accordance with P.L. 107-110 Sec. 2202 (b)(2)(1)(A), each applicant must submit the results of a comprehensive assessment demonstrating the needs of teacher quality and professional development in mathematics **and/or** science education and describe how the proposed program will address those needs. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the application. This needs assessment must be thorough and specifically provide the detailed background to support the project design model.

The *Statement of Need* **must** include the following specific information based on the most recent data available (i.e. SY 2010-2011 or 2011-2012):

- The needs and challenges of the LEA partner organization that explains the strengths, weaknesses, opportunities, and challenges within each partner's (school, LEA, SEA) environment as it relates to improving teacher development in mathematics and/or science to promote student achievement. If applicable, this data must also include

information about private schools that consented to participate as a result of consultation efforts.

- An explanation of the conceptual foundation and scientifically-based research, that should be no more than five (5) years old, to support the proposed project design and selected activities. This narrative must specify whether or not the research is based on experimental or quasi-experimental design.
- Easily-measured quantitative data (e.g. test scores, absentee rates, percent of classes taught by highly qualified teachers) to support the need for the project. This quantitative data must include data results from the most recently administered DC-CAS and/or LEA level student assessment test and, if available, DC-BAS. Additionally, this data must be used to discuss how the proposed project will benefit the students and teachers in the District of Columbia. This is a link to the DC State Accountability Plan and DC CAS data.

Criteria 4: Project Design and Implementation (26 points). In accordance with P.L. 107-110 Sec. 2202 (b)(2)(1)(B)-(E) each application must demonstrate how the applicant will carry out the partnership by aligning the Common Core State Standards for academic content and student achievement standards in mathematics **and/or** science along with other education reform activities that promote student academic achievement in mathematics **and/or** science. The applicant must also demonstrate what scientifically-based research was used in determining best practices for strengthening the quality of mathematics and/or science instruction. A clear linkage between the Statement of Need and the Project Design must be present. The Project Design **must** include:

(1) A description of the eligible partnership. This partnership must include one or more of the following:
   - K-12 administrators, faculty, teachers, and guidance counselors in participating "high need" LEA schools; STEM faculty; and administrators in higher education organizations; and
   - ***May*** include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education;

(2) A narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project and a description of the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. The narrative should demonstrate that partners and other stakeholders engage in the effort at the institutional and individual levels, and share goals, responsibilities and accountability for the project;

(3) A completed Partner Identification Form (Attachment C) from each partner; and

(4) A Memorandum of Understanding (MOU) signed by each partner and outlining the roles and contributions of the partner and provide evidence that the proposed partnership activities are integral to the partner's instructional plans;

(5) A description of how the project design aligns with the State academic content and student achievement standards in mathematics and/or science;

(6) A description of how the project design was developed using scientifically-based research. (This scientifically-based research must not be more than **five years old)**;

(7) An explanation of how the activities expect to improve student academic achievement and strengthen the quality of math and science instruction must be included;

(8) A description of how the goals and activities included in the program provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards;

(9) A timeline and an estimate of the number, type, duration and intensity of professional development activities;

(10) A description of how technology will be integrated into the mathematics **and/or** science teacher training; and

(11) A description of how the eligible partnership will continue the activities after the award period has expired.

If the applicant selects the following activities, the Project Design **must** include a description of how the required elements listed below will be addressed:

- **Teaching Assistantship (TA) Program.** The Teaching Assistantship Program must include, at a minimum, 10 contact hours, of which a minimum of 2 hours should be actually in the classroom while students are present. One goal of the TA program is to provide college students pursuing a major in mathematics, science, technology, or engineering and/or STEM professionals the opportunity to actively engage in a middle or secondary education mathematics or science class for a period of time, thereby increasing interest of these individuals in pursuing teaching careers. Another goal of the TA program is to ensure mathematics and science teachers have meaningful conversations and contact with scientists, mathematicians, and engineers. The TA program must involve collaborative lesson planning and a shared responsibility (between the teacher and college student/professional) of instruction in the classroom.
    - The college students selected for the TA program must have a faculty from the university/college that he/she is attending to mentor and direct his/her classroom experience with the partner LEA(s).
    - The professional selected for the TA program must work closely with the classroom teacher/participant in providing instructional activities with a mathematics **and/or** science teacher.

- **Teacher-Mentor (TM) Program**. The goal of the program is to provide advanced preparation and leadership opportunities to middle school and secondary mathematics and science teachers who have at least 3 years of teaching experience in mathematics or science and/or have a degree in an area of mathematics or science, and/or have highly-qualified status. In order to be effective and present consistent results, individuals selected to participate in the TM program must agree to a one academic year commitment. The TM program participant must:
    - collaborate with a university/college partner in developing a content *only* mathematics and/or science course(s) or in service workshop(s) for the mathematics and/or science teachers at the partnering LEA(s); or
    - provide mentorship and expertise to the LEA(s)' partner in professional development, curriculum development and mentoring other mathematics and/or science teachers.

The project design may also include:

- **Summer Workshop or Institute.** Establishing and operating mathematics and science summer workshops or institutes can provide the opportunity to bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are more readily able to provide. The design of the program will center on content knowledge, the principles of effective instruction and student learning. Long term plans that include multi-week institutes coupled with support over a sustained period are critical. A promising model for this would be the establishment and operation of summer workshops or institutes with follow-up training to support classroom implementation.

For more information on activities see the Use of Funds section on page 20 under paragraph iii.

Criteria 5: Work Plan (34 points). Additionally, each application must provide a specific Work Plan (Attachment G) that clearly demonstrates a linkage between the Measurable Objectives as a result of the Statement of Need and Project Design. The Work Plan serves as an overall outline for the proposed mathematics **and/or** science project design. Project activities must be presented in sequential order, identifying the project goals/objectives, activities (from the project design), Timeframe, responsible persons and qualifications, and projected costs.

The Work Plan must include the specific details for the following areas:

- **Measureable Goals/Objectives**. Goals/Objectives must be related to the Project Design and its activities. The application must identify the specific type of documentation to be used to show evidence of achievement and must be measureable. The measureable objectives must address the following elements and goals:

- annual targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment and reducing the number of teachers who do not meet the definition of "highly qualified teachers";

- increase the number of science teachers who participate in content-based professional development activities;

- improve student academic achievement on state science and/or mathematics assessments;

- improve the knowledge of participating teachers in science and/or mathematics assessments;

- compare participating teachers with non-participating teachers in teacher content knowledge and student achievement; and

- link student achievement gains to the professional development program.

- **Project Activities.** Project activities are the scope of tasks that need to be completed in order to implement the project and achieve results. Major activities and tasks should be outlined in the activities section of the Work Plan and linked to performance outcomes.

- **Assessment Tool.** The application must identify the specific measurable instrument that will be used to show evidence of achievement.

- **Time Frame.** Provide projected beginning and ending dates for listed activities for the entire funding period. The time frame should include specific benchmarks for performance outcomes and measurable objectives.

- **Responsible Person/Contractor/Organization.** Individuals responsible for completing activities must be identified by name, title, and qualifications. If a contractor or organization is the responsible party, state their qualifications.

- **Projected Costs.** Include costs to be covered by grant and non-grant funds.

Additionally, all activities described in the Project Design that have performance and funding implications must appear in the Work Plan. The Work Plan must demonstrate that the internal management (including subcontractors and/or partners) will ensure the accomplishment of the proposed project and that the submitting team has the capability of managing the project, organizing the work, performing the activities, and meeting deadlines.

The following items are to be included in the appendix of the proposal to further support management capacity:

- an organizational chart of the personnel assigned to this project and each person's position in the program;

- name of the project manager(s), a copy of their résumé(s), and a statement of their experiences. The project manager must have at least two years' experience in managing similar or related projects of comparable scope and size;
- a clear description of each staff position and the amount of time each staff person will spend on project activities; and
- résumés for additional proposed personnel team and for each participant who will exercise a major administrative, policy, or consultant role.

Criteria 6a: Evaluation Plan (20 points), In accordance with P.L. 107-110 Sec.2202 (e)(2)(A) – (C), each eligible partnership receiving a sub-grant shall develop an evaluation plan for activities of the project that include rigorous objectives that measure the impact of the activities. Measurable objectives to increase the number of math and science teachers who participate in content-based professional development activities must be included. Additionally, measurable objectives for improved student academic achievement as measured by the State mathematics and science assessments are required. The partnership submits an online Annual Performance Report (APR) to the State for submission to the Department of Education regarding progress in meeting the objectives described in the accountability plan at the end of the performance period.

The following areas **must** be addressed in the Evaluation Plan:

- description of the evaluation plan and the tools that will be used to assess the project progress, specifically the activities described in the Project Design. The evaluation must properly collect trend quantitative and qualitative data on teacher content knowledge, classroom practice, student academic achievement, teacher effectiveness and the increase of teacher enrollment in advanced courses. This evaluation will be the basis of the online APR submitted to the State for submission to the U.S. Department of Education and any additional information collected by the OSSE;

Additional evaluation design resources can be found at the following link: http://k12.wa.us/mathematics/webinar/ResearchDesignInfo_GAState.pdf

- how the partnership will measure, analyze, document, and report the impact of its professional development project on participating teachers and students as defined in the purpose of the MSP grant program. This measurement must include defined pre- and post-assessments given to project participants to measure content knowledge growth.

    - In order to use existing instruments that have already been deemed valid and reliable refer to the TCK instrument database developed by MSP Knowledge Management and Dissemination Project at http://mspkmd.net/ or create new instruments that have either been:

        - Sufficiently tested with subjects comparable to the study sample and found to be valid and reliable, or
        - Created using scales and items from pre-existing data collection instruments that have been validated and found to be reliable

- Resulting instrument needs to include at least 10 items, and at least 70 percent of the items are from the validated and reliable instrument(s).

This will ensure that instruments used accurately capture the intended outcomes. Additional evaluation design resources can be found at the following link: http://k12.wa.us/mathematics/webinar/ResearchDesignInfo_GAState.pdf

Criteria 6b: Accountability Plan (10 points),

The following areas **must** be addressed in the Accountability Plan:

- measurement of the academic achievement of students through enhancing the content knowledge and teaching skills of classroom teachers through professional development activities. This measurement must include specific details regarding student achievement on the DC-BAS and, ultimately, DC-CAS for the students of project participants; (See link to DC State Accountability Plan and DC CAS data)

Criteria 6c: Sustainability Plan (10 points),

The following elements **must** be addressed in the Sustainability Plan:

- description of the sustainability of the project by explaining projected plans for continuing the MSP program beyond the awarded funding cycle. Discuss how you will sustain the project after funding ends, identify your plans for maintaining partnership throughout and beyond the funding cycle, identify the continuing costs for professional development and other activities, identify resources needed to sustain personnel efforts, and identify new areas of support you may need or may anticipate from the partnership. The plans MAY include:

(i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;

(ii) instruction in the use of data and assessments to inform and instruct classroom practice; and

(iii) professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.

Criteria 7: Budget Worksheet (10 points). The applicant must include a detailed Budget (Attachment F) clearly tied to the scope and requirements of the Project Design and the objectives detailed in the Work plan. Since all costs charged to federal funds must be included in an approved budget it is important to ensure the budget is as complete and accurate as possible. All activities described in the Project Design and Work plan that have funding implications must appear in the detailed Budget and Work plan. Items must be identified according to the categories listed in attachment G.

For more information about best practices related to developing effective budgets, please review the National Center for Education Statistic's manual on Financial Accounting for State and Local School Systems, available at: http://nces.ed.gov/pubs2004/h2r2/. While the guidance set out in the manual is not legally binding, the manual may provide helpful information. The Work plan must present a detailed justification of all expenditures and the basis used to derive the proposed costs**.** To facilitate the review of your Budget Worksheet, we encourage each applicant to include the following information for each year of the project:

1. Personnel
    a. Provide the title and duties of each position to be compensated under this project.
    b. Provide the salary for each position under this project.
    c. Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
    d. Explain the importance of each position to the success of the project.
    e. Provide the basis for cost estimates or computations.

2. Fringe Benefits
    a. Give the fringe benefit percentages of all personnel included under Personnel.
    b. Provide the rate and base on which fringe benefits are calculated

3. Travel
    a. Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
    b. Submit an estimate for the number of trips, points of origin and destination, justification, and purpose of travel.
    c. Submit an itemized estimate of transportation and or subsistence costs for each trip.

4. Provide the basis for cost estimates or computations.
    a. Indicate the estimated unit cost for each item to be purchased.
    b. Identify each type of equipment.
    c. Provide adequate justification of the need for items of equipment to be purchased.
    d. Explain the purpose of the equipment, and how it relates to project success.
    e. Provide the basis for cost estimates or computations.

5. Supplies
    a. Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
    b. Explain the purpose of the supplies and how they relate to project success.
    c. Provide the basis for cost estimates or computations.

6. Contractual
    a. Identify the name(s) of the contracting party, including consultants, if available.

b. Provide the cost per contractor.
c. Provide the amount of time that the project will be working with the contractor(s).
d. For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
e. Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7. Other
   a. Provide the basis for cost estimates or computations.
   b. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
   c. Provide the cost per item (printing = $500, postage = $750).
   d. Provide the purpose for the expenditures and relation to project success.
   e. Provide the basis for cost estimates or computations.

8. Total Direct Costs (The sum of direct costs by budget category.)

9. Indirect Costs
   a. Identify indirect cost rate (if the applicant will charge indirect costs to the grant)

   b. Note: remember to provide a copy of the most recent approved indirect cost agreement in the Other Attachments form section of the application.

Criteria 8: Management and Personnel Plan (10 points). The application includes a description of the project's internal management plan including an organizational chart of the personnel assigned to this project and each person's position in the program. The project manager is named and has at least two years' experience in managing similar or related projects of comparable scope and size and provides a copy of their résumé(s), and a statement of their experiences. Further the application includes a clear description of each staff position and the amount of time each staff person will spend on project activities. Salaries and capabilities of the project team should be appropriately documented to show the capacity of the team to manage the project, organize the work, and meet deadlines.

APPLICATON INFORMATION

Use **OSSE-ELSEC-011813/2B** as the application (MS Excel file). Submit both the completed OSSE-ELSEC-011813/2B MS Excel file and a signed PDF of the application and all of the required attachments. The RFA and the application will be available on OSSE's website, www.osse.dc.gov. For additional information about the application process, contact OSSE's division of Elementary and Secondary Education at (202) 741-6420.

Supporting Documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Binders, special covers, marketing materials, etc., will not be reviewed to determine if an application meets the criteria. Reviewers will not check websites to verify or review documentation. Answer all questions thoroughly and submit

only requested information but do not exceed the page limits provided in the application checklist found in Attachment H. Along with the copy of the signed PDF version of the application, applicants will submit the following documents electronically in PDF format: (Supporting documents and examples should only be attached if requested.)

☐☐ ALL REQUIRED ATTACHMENTS

☐☐ MSP Application (MS Excel file)

☐☐Application Checklist

☐☐Certifications & Assurances

☐☐ Resumes of Proposed Key Staff Personnel

☐☐ Letters of Commitment and/or Memoranda of Understanding (MOU)

☐☐ Certificate of Indirect Cost Rate, if applicable.

☐☐Partner Identification Form(s)

☐☐Private School Consultation Statement/Signatures

☐☐General Education Provision Act Statement (GEPA)

☐☐Statement of Non-Discrimination

☐☐List of Priority Schools and Teacher Turnover Rates

☐☐Organization Chart

Submission Dates and Times. The application document (MS Excel File) is contained within the MSP 2012-2013 Application packet at www.osse.dc.gov.

Applicants must also submit a signed, PDF version of the full application by email (including all attachments) to valida.walker@dc.gov on or before 5:00 p.m. of the due date of the round of applications that you apply for.

Hard Copy/Paper submissions will not be accepted, unless electronic submission poses a hardship, in which case the prospective provider should contact OSSE at valida.walker@dc.gov or 202-741-6420 by no later than Friday, February 8, 2013 for Round 1 applications and March 8, 2013 for Round 2 applications to make arrangements.

Round 1 applications submitted at or after 5:01 p.m. on **February 18, 2013** will not be forwarded to the review panel for funding consideration. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m. on **February 18, 2013**. No exceptions can be made.

Round 2 applications submitted at or after 5:01 p.m. on **March 15, 2013** will not be forwarded to the review panel for funding consideration. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m. on **March 15, 2013**. No exceptions can be made.

Naming Convention for Application:
Please use the following naming convention when naming the both the Excel and the PDF versions of the application and attachments:

MSP_[Document Name]_[OrgName]_[Date Submitted]
Example: MSP_Application_Lead Organization_01.01.2012

Additional Funding Restrictions. In addition to the payment, reporting, and eligibility requirements listed above, this award is subject to the following restrictions:

- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of the Agency to do so. OSSE shall notify the applicant if it rejects that applicant's proposal.

- Funding for this award is contingent on continued funding from the grantor. The RFA does not commit the Agency to make an award.

- OSSE may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement. In addition, OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.

- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.

- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.

- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.

If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

Use of Funds. Applicants may only use grant funds to support the Mathematics and Science Partnerships Program.

i. **Administration**. No more than **5%** of the grant award may be earmarked **(set aside)** for the administration of the program. All proposed costs must reflect a direct charge to specific budget line items. Administrative costs can include both indirect and direct costs.

ii. Admin costs include things like accounting, budgeting, financial and cash management, procurement and purchasing, personnel and property management,

payroll, audit and general legal services, oversight and monitoring of administrative activities, and developing information systems and procedures related to administrative functions. Direct costs are costs solely identified with a single grant.

iii. **Indirect Costs.** Applicants with an approved indirect cost rate from a cognizant federal agency may use no more than 8% of the amount of funding for indirect costs. Applicants without an approved indirect cost rate may not charge for indirect costs. Indirect costs are the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs (examples utilities, salaries of the staff working in the procurement and finance offices, etc.) The total of direct and in-direct costs cannot exceed the grant award. This means a subrecipient with an approved IDC of at least 5% could budget for up to 5% indirect admin costs and 3% non-admin indirect costs.

iv. **Allowable activities.** Successful projects must use funds to provide *one or more* of the following allowable activities under the grant to the targeted population of Mathematics and Science teachers:

(1) Creating opportunities for enhanced and on-going professional development of mathematics and/or science teachers that improve the teachers' subject matter knowledge.

(2) Promoting strong teaching skills for mathematics and/or science teachers and teacher educators, including integrating reliable scientifically-based research teaching methods and technology-based teaching methods into the curriculum.

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

(a) Directly relate to the curriculum and academic areas in which the teacher provides instruction, and focuses only secondarily on pedagogy;

(b) Enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and science and to select appropriate curricula; and

(c) Train teachers to use curricula that are:

- based on scientific research;
- aligned with challenging State academic content standards; and
- object-centered, experiment-oriented, and concept or content based.

(4) Establishing and operating mathematics and science summer workshops or institutes, including follow-up training, secondary school mathematics and science teachers that may include:

(a) Programs that provide teachers with opportunities to work under the guidance of experienced teachers and college faculty;

(b) Instruction in the use of data and assessments to inform and instruct classroom practice; and

(c) Professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.

(5) Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and/or science.

(6) Establishing distance learning programs for mathematics and/or science teachers using curricula that are innovative, content-based, and based on scientifically-based research that is current as of the date of the program involved.

(7) Designing programs to prepare a mathematics and/or science teacher in a school to provide professional development to other teachers at the school which include, but are not limited to, novice, mathematic, and/or science teachers.

(8) Establishing and operating programs to bring mathematics and/or science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge and research in science and mathematics.

(9) Designing programs to develop exemplary mathematics and/or science teachers' in the kindergarten through grade 8 classrooms.

(10) Training mathematics and/or science teachers, and developing programs to encourage young women and other underrepresented individuals in mathematics and/or science careers (including engineering and technology), to pursue postsecondary degrees in majors leading to such careers.

Other Submission Requirements:

Certifications and Assurances. Applicants shall complete and return in electronic format with the application, the information requested in Attachments A and B. Note that applicants must obtain and submit current year filing certification from the District of Columbia Office of Tax and Revenue (OTR) that the applicant organization has complied with the filing requirements of District of Columbia tax laws and that the entity has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR (see attachment A).

Required Submission. Eligible applicants must submit an electronic copy of the application with all attachments as a pdf format on or before **February 18, 2013** ***at 5:00 p.m.*** for Round 1 applications**.**

Required Submission. Eligible applicants must submit an electronic copy of the application with all attachments as a pdf format on or before **March 15, 2o13** at 5:00 pm for Round 2 applications.

In order for the applications to be reviewed in strict anonymity, do not use your organization's name, your own name, or names of any staff members past the Application Cover Page. All other identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc...) must be removed. . The applicant is to use the last five (5) digits of the organization's Federal Identification Number in the place of the organization name on the three copies. You will receive an electronic receipt upon submission of your application package as an attachment by email to valida.walker@dc.gov

Facsimile submissions will not be accepted.

Pre-Application Conference. Attendance at one or more of the pre-application conferences listed below is **strongly encouraged**. To register for a pre-application conference, send an email with the subject title "MSP Pre-Application Conference" to sheryl.hamilton@dc.gov. Include the name, title, phone number, email address and name of organization for each registrant in the body of your email. Please indicate which pre-application conference you wish to attend. You will receive location details with your registration confirmation.

Pre-Application Conferences are scheduled for January 25, 2013 for Round 1 applicants and February 25, 2013 for Round 2 applicants from 4:00 p.m. to 6:00 p.m.

Each participant should have access to a printed or electronic copy of the application during the training.

SECTION V: APPLICATION AND REVIEW INFORMATION

Criteria. The review panel for this RFA is comprised of a minimum of three neutral, qualified, professional individuals who have been selected for their unique qualifications, knowledge and expertise in the objectives of in the elementary and secondary education fields. This review panel will score the applications and make recommendations on which applications should be funded. The review panel is responsible for scoring and ranking applications. A copy of the review rubric is provided on pages 26 through 36 of this document.

Reviewers will use three standards to score applications, **No Evidence, Partial Evidence,** and **Full Evidence**. Definitions for the standards are as follows:

- **No Evidence** – response and/or evidence of scoring criteria not found.
- **Partial Evidence** – response and/or evidence of scoring criteria located but not adequate, unreasonable, lacks detail, contain missing elements, barely meet the standards etc.
- **Full Evidence** – response and/or evidence of scoring criteria is adequate, reasonable, detailed, well thought out, complete, and an exemplary plan.

Reviewers will not be required to search the World Wide Web or other references/resources, make assumptions, or search the application for responses to and/or evidence of scoring

criteria. It is imperative that responses to and/or evidence of the scoring criteria are located in the appropriate sections of the application.

Review and Selection Process. The recommendations of the review panel are advisory only and not binding on OSSE. The final decision on awards is vested solely with OSSE. After reviewing the recommendations of the panel and any other information considered relevant, OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

Anticipated Announcement and Award Dates. OSSE anticipates making awards by February 28, 2013 for Round 1 applications and by March 30, 2013 for Round 2 applications.

SECTION VI: AWARD ADMINISTRATION INFORMATION

Award Notices. All applicants will receive written notification regarding the outcome of their applications. Successful applicants will receive a letter of notification and a grant award notice (GAN) that includes the terms and conditions that apply to the award, any special conditions and performance standards that may apply.

Programmatic, Administrative and National Policy Requirements

Payments. In accordance with section 80.21(d) of the Education Department General Administrative Regulations (http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) the Office of the State Superintendent of Education has implemented a reimbursement process for all sub-grantees. Reimbursements to sub-grantees for allowable and relevant program expenditures will be made upon execution of a Grant Award Agreement and submission and approval of the "Reimbursement Request" form.

Audits. At any time before final payment and five (5) years thereafter, OSSE may have the sub-grantee's expenditure statements and source documentation audited.

Equipment: The applicant must implement adequate controls to account for procurement, location, custody, and security of equipment purchased in accordance with EDGAR 80.32 and must ensure that **any equipment purchased remains with the participating LEA(s) upon completion of the MSP program**.

Document Retention: Subrecipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of three years from end date of the program period, in accordance with section 74.53 of EDGAR and to ensure that such documentation is available to the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request.

Supplement, not Supplant: Subrecipients must ensure that the award is used to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the MSP program. Accordingly, if MSP funded services are not exclusive to MSP participants, associated costs should be prorated accordingly.

Time and Effort Reports: The subgrantee must maintain appropriate time and effort reports that reflect the percentage of time actually devoted to the MSP project. If the project activities do not exclusively benefit MSP program participants, the cost attributed to the MSP project must be proportionate to the extent of benefit to MSP project. For example, if a MSP partner hires a counselor to advise MSP service teachers and other service teachers who are not participants in the MSP project, only the value of the time the counselor works to assist MSP service teachers may be charged to the MSP program. Also, please note that if a MSP project staff member divides his or her time between a MSP project and another activity (whether or not that other activity is federally funded), appropriate time and effort reports that reflect the percentage of time actually devoted to the MSP project must be kept. Please note that time and effort records should document planning hours. In general, projected planning time in excess of 20 hours must be supported with a detailed description of planning activities. For detailed information regarding this and other applicable cost principles, please refer to the following website: http://www.whitehouse.gov/omb/circulars_default/.

Reporting Requirements. Sub-grantees are required to complete an online Annual Performance Report (APR) and conduct an annual local evaluation of programmatic activities. Timely submission of these reports is essential to ensure compliance with effective grants management. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet reporting requirements.

Nondiscrimination in the Delivery of Services. In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving Mathematics and Science Partnerships Program grant funds.

Family Educational Rights and Privacy. In accordance with the Family Educational Rights & Privacy Act, as amended (FERPA), successful applicants must protect the rights of parents and children as it pertains to confidentiality, disclosure of personally identifiable information, and the right to inspect records.

Protection of Human Subjects Assurance Identification/IRB Certification/Declaration. A completed *Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption* form must be submitted. All forms may be reproduced for use in submitting applications. Applicants must sign and return the appropriate standard forms with their application.

SECTION VII: DC AGENCY CONTACTS

Technical Assistance Questions: Applicants are asked to email their questions to valida.walker@dc.gov on or before 5:00 pm, **February 8, 2013 for Round 1 applications and March 8, 2013 for Round 2 applications**. Every effort will be made to respond to questions within 2 business days. Technical assistance questions and responses will be shared with all applicants who attend the pre-application conferences and who email their contact information as indicated above. Please include RFA **OSSE-ELSEC-011813/2B** in the subject line of your email. *Questions submitted after the deadline date will not receive responses.*

Contact Person. For further information regarding this RFA competitive process, please contact:

Sheryl Hamilton
Office of the State Superintendent of Education
810 First Street, NE, 5th floor
Washington, DC 20002
Sheryl.Hamilton@dc.gov
(202) 741-6404

Mathematics and Science Partnerships Program
RFA #011813/2B
Scoring Rubric

Application #: _____ **Date of Review: _____**
Reviewer's Initials: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.			**Total Score**
Criteria 1: Abstract (2 points)	**No**	**Yes**	**Total Score**
The abstract: • Clearly describes the project vision, goals and expected benefits • Clearly describes activities and key features • Does not exceed 1 page in length	**0**	**2**	

Criteria 2: Application Priority Points Based on OSSE Needs Assessment (20 pts)	**No**	**Yes**	**Total Score**
Applications that partner with Priority Schools to provide professional development in mathematics or science will receive up to 10 priority points.	0	10	

Select one score	**No**	**Quasi-Experimental**	**Experimental**	**Total Score**
Additionally applications that include an evaluation plan with a design that is experimental or quasi-experimental may receive up to 10 priority points.	0	5	10	
Total Priority Points				

Strengths: _____ **Weaknesses: _____**

Application #: _____

Criteria 3: Statement of Need (8 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
Using the most recent data available (i.e. SY 2010-2011 or 2011-2012) the application:				
• Clearly addresses the needs and challenges in the LEA partner organization and explains the strengths, weaknesses, opportunities, and challenges within each partner's environment as it relates to improving teacher development in mathematics and/or science to promote student achievement.	**0**	**1**	**2**	
• Clearly presents a conceptual foundation and uses scientifically-based research to support the proposed project design and selected activities. There is a clear reference to the scientifically-based research that is not more than 5 years old. Structure experimental study or quasi-experimental study or other Pre-Post study analysis.	**0**	**1**	**2**	
• Provides easily-measured quantitative data (e.g. test scores, absentee rates, percent of classes taught by highly qualified teachers) to support the need for project. This includes specific DC-CAS and/or DC-BAS data.	**0**	**1**	**2**	
• Clearly uses quantitative data to address how the proposed project will benefit the students and teachers in the District of Columbia.	**0**	**1**	**2**	
SubTotal (points)				

Strengths: _____ **Weaknesses: _____**

Application #: _____

	Criteria 4: Project Design and Implementation (26 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
	Presents a clear linkage between the Statement of Need and the Project Design, the application:				
	PARTNERSHIPS				
1	• Provides details regarding a compliant partnership that includes K-12 administrators, faculty, teachers, and guidance counselors in participating schools; STEM faculty; and administrators in higher education organizations. The partnerships may include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education.	**0**	**1**	**2**	
2	• Includes a Partner Identification Form for each partner.	**0**	**1**	**2**	
3	• Includes a letter of commitment or MOU from each partner outlining the role and contributions of the partner and provides evidence that the proposed partnership activities are integral to the partner's instructional plans.	**0**	**1**	**2**	
4	• Provides a clear description of the eligible partnerships. These partnerships include K-12 administrators, faculty, teachers, and guidance counselors in participating schools; STEM faculty; and administrators in higher education organizations. The partnerships may include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education.	**0**	**1**	**2**	
	GOALS AND OBJECTIVES				
5	• Provides a clear description of how the project design aligns with the Common Core State Standards and student achievement standards in mathematics and/or science	**0**	**1**	**2**	
6	• Provides a clear description of how the goals and activities included in the program provides instruction to teachers at a level beyond the level of content they are expected to teach to students; models instructional strategies that will provide teachers with the methodologies to effectively improve student achievement.	**0**	**1**	**2**	
7	• Describes how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards.	**0**	**1**	**2**	
	ACTIVITIES				
8	• Provides a clear description of the enhanced and ongoing professional development of mathematics and science teachers.	**0**	**1**	**2**	
9	• Provides direct interaction between participants and IHE faculty during the enhanced and ongoing professional development.	**0**	**1**	**2**	
10	• Describes how technology will be integrated into the mathematics **and/or** science teacher training providing specific details on the use of technology during the enhanced and ongoing professional development.	**0**	**1**	**2**	
11	• Provides a clear description of a Teaching Assistantship (TA) program to include at a minimum of 10 contact hours, of which a minimum of 2 hours should be in the classroom while students are present.	**0**	**1**	**2**	
12	• Provides a clear description of a Teacher-Mentor (TM) program that will provide advanced preparation and leadership opportunities mathematics **and/or** science	**0**	**1**	**2**	

	teachers who have at least 3 years of teaching experience in mathematics or science and/or have a degree in an area of mathematics or science, and/or have highly-qualified status.			
13	• Provides a clear description of a Summer Workshop or Institute professional development that will provide the establishment and operation of summer professional development with follow-up training to support classroom implementation.	**0**	**1**	**2**
14	• Provides a specific implementation plan that serves as an overall outline for the proposed mathematics **and/or** science project.	**0**	**1**	**2**
SubTotal (points)				

Strengths: _____ **Weaknesses: _____**

Application #: _____

Criteria 5: Work Plan (34 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score**
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
1. Relates the measureable goals/objectives to the project design and its activities in its **Work Plan** (Attachment G).	**0**	**1**	**2**	
2. Describes measurable objectives and annual targets in terms of gathering information on the level of teacher effectiveness of all participants before and after engaging in program activities.	**0**	**1**	**2**	
3. Describes measureable objectives to increase the number of science and/or mathematics teachers who participate in content-based professional development activities.	**0**	**1**	**2**	
4. Describes measureable objectives to improve student academic achievement on state science and/or mathematics assessments.	**0**	**1**	**2**	
5. Describes measureable objectives to improve the knowledge of participating teachers in science and/or mathematics assessments; and provides a specific implementation plan that serves as an overall outline for the proposed mathematics **and/or** science project.	**0**	**1**	**2**	
6. Describes measureable objectives to compare participating teachers versus non-participating teachers in teacher content knowledge and student achievement.	**0**	**1**	**2**	
7. Describes measureable objectives that link student achievement gains to the professional development program.	**0**	**1**	**2**	
8. Includes beginning and ending dates for listed activities for the entire funding period and specific benchmarks for performance outcomes and measurable objectives	**0**	**1**	**2**	
9. Lists responsible persons for completing activities by name and position in the **Work Plan**.	**0**	**1**	**2**	
10. Includes an assessment instrument in its **Work Plan** that is reasonable to be used as a measurement for performance success.	**0**	**1**	**2**	
11. Relates the measureable goals/objectives to the project design and its activities in its **Work Plan** (Attachment G).	**0**	**1**	**2**	
12. Gives specific details regarding student achievement on the DC-CAS for the students of project participants will be used.	**0**	**1**	**2**	
13. Discusses in detail, how the project design will sustain itself and identifies resources needed to sustain personnel efforts..	**0**	**1**	**2**	

14. Identifies plans for maintaining partnership throughout and beyond the funding cycle.	**0**	**1**	**2**	
15. Identifies the continuing costs for professional development and other activities.	**0**	**1**	**2**	
16. Identifies supports from existing partnerships that will continue after the grant has ended.	**0**	**1**	**2**	
SubTotal (points)				

Strengths: _____ **Weaknesses: _____**

Application #: _____

Criteria 6a: Evaluation Plan (20 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
• Provides a description of the evaluation plan and the tools that will be used to assess the progress of project activities described in the design plan.	**0**	**2**	**4**	
• Includes an evaluation plan that will properly collect trend quantitative and qualitative data on teacher content knowledge, classroom practice, student academic achievement, teacher effectiveness, and the increase of teacher enrollment in advanced courses.	**0**	**2**	**4**	
• Describes how the partnership will measure, analyze, document, and report the impact of its professional development project on the participating teachers and students as defined in the purpose of the MSP grant program.	**0**	**2**	**4**	
• Includes full definition of the experimental and or quasi-experimental design including any additional defined pre- and post-assessments given to project participants to measure content knowledge growth.	**0**	**2**	**4**	
• Addresses how the measurement of the academic achievement of students who are taught by program participants is affected by enhancing the content knowledge and teaching.	**0**	**2**	**4**	

Criteria 6b: Accountability Plan (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
• Provides specific details regarding student achievement on the DC-BAS and, ultimately, DC-CAS for the students of project participants; (See link to DC State Accountability Plan and DC CAS data) •	**0**	**2**	**4**	
• Provides a description of the accountability plan and the measurement of the academic achievement of students through enhancing the content knowledge and teaching skills of classroom teachers through professional development activities.	**0**	**2**	**4**	
• Includes an accountability plan that will properly collect trend quantitative and qualitative data such as; measuring increased participation by students in advanced courses in mathematics and science;	**0**	**1**	**2**	

Criteria 6c: Sustainability Plan (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score
In order to ensure accountability and measure the impact of the proposed design plan, the application clearly:				
• Provides a description of the sustainability of the project by explaining projected plans for continuing the MSP program beyond the awarded funding cycle.	**0**	**2**	**5**	
• Discuss how you will sustain the project after funding ends, identify your plans for maintaining partnership throughout and beyond the funding cycle, identify the continuing costs for professional development and other activities, identify resources needed to sustain personnel efforts, and identify new areas of support you may need or may anticipate from the partnership.	**0**	**2**	**5**	

Application #: _____

Criteria 7: Detailed Budget Worksheet (10 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score**
A one year Budget Worksheet and Work plan has been submitted in which the application:				
• demonstrates that the proposed project has an adequate budget and costs are reasonable (including program administrative staff), allowable, and allocable under the program; and total administrative costs does not exceed the allowed 5% set aside.	**0**	**1**	**2**	
• demonstrates that the proposed budget for each partner is realistic and is in line with the level of effort of the partner's participation;	**0**	**1**	**2**	
• cites figures in the budget that are clearly aligned with information given in the work plan and budget narrative portion	**0**	**1**	**2**	
• addresses all required objectives/goals in the work plan and details the measureable outcome including the assessment tool, type of documentation, time frame, and responsible person	**0**	**1**	**2**	
• provides the basis used for all proposed costs which is reasonable and realistic.	**0**	**1**	**2**	

Strengths: _____ **Weaknesses: _____**

Application #: _____

Criteria 8: Management and Personnel Plan (10 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score**
In order to demonstrate the project's internal management (including all subcontracted projects) and ensure accomplishments of the proposed project, the application:				
• clearly includes an organizational chart of the personnel assigned to this project and each person's position in the program.	**0**	**1**	**2**	
• names the project manager(s) who has at least two years experience in managing similar or related projects of comparable scope and size and provides a copy of their résumé(s), and a statement of their experiences.	**0**	**1**	**2**	
• provides a clear description of each staff position and the amount of time each staff person will spend on project activities.	**0**	**1**	**2**	
▪ includes salary for proposed staff which is reasonable and not excessive for the amount of work to be performed during the project period.	**0**	**1**	**2**	
• clearly demonstrates the capabilities of the submitting team has in managing the project, organizing the work and meeting deadlines.	**0**	**1**	**2**	
SubTotal (points)				

Strengths: _____ **Weaknesses: _____**

Application #: _____ **Reviewer's Initials: _____**

Criteria	***Possible Score***	***Application Score***
1. Abstract	2	
2. Priority Points	20	
3. Statement of Need	8	
4. Project Design and Implementation	28	
5. Work Plan	32	
6. – 6a – Evaluation 6b – Accountability Plan 6c – Sustainability Plan	20 10 10	
7. Management and Personnel Plan	10	
8. Budget Worksheet	10	
TOTAL	***150***	

Overall Reviewer's Comments. Evaluate the quality of the application in its entirety. Aside from your comments in the individual sections, consider how well the whole application flowed and was logical. Was the information found in the appropriate section of the proposal, where there excessive grammatical and spelling errors, and was it a comprehensive and inclusive proposal? Do all of the sections support each other? Was there a table of contents and where supporting documents in the appendices labeled and clearly identified which allowed for information to be readily identified?

Reviewer's Signature: _____ Date: _____

Strengths: _____

Weaknesses:

Attachment A – Certifications

STATEMENT OF CERTIFICATION

The applicant specifically assures and certifies that the below is sworn or attested to by the applicant:

1. The individuals, by name, title, address, and phone number who are authorized to negotiate with the Agency on behalf of the organization;
2. That the applicant is able to maintain adequate files and records and can and will meet all reporting requirements;
3. That all fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and that these records will be made available for audit and inspection as required;
4. That the applicant is current on payment of all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR;
5. That the applicant has the demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative, performance and audit trail;
6. That, if required by the Justice Grants Administration, the applicant is able to secure a bond, in an amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest act committed by any employee, board member, officer, partner, shareholder, or trainee;
7. That the applicant is not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and is not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
8. That the applicant has the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or subgrant, or the ability to obtain them;
9. That the applicant has the ability to comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;
10. That the applicant has a satisfactory record performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations without significant previous experience, that the applicant has otherwise established that it has the skills and resources necessary to perform the grant. In this connection, Agencies may report their experience with an applicant's

performance to OPGS which shall collect such reports and make the same available on its intranet website.

11. That the applicant has a satisfactory record of integrity and business ethics;
12. That the applicant has the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
13. That the applicant is in compliance with the applicable District licensing and tax laws and regulations;
14. That the applicant complies with provisions of the Drug-Free Workplace Act;
15. That the applicant meets all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations;
16. That the applicant is current on all taxes, including Unemployment Insurance and Workers' Compensation premiums;
17. That the applicant organization has complied with the filing requirements of District of Columbia tax laws and that the entity has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR; and
18. That the grantee agrees to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant or subgrant from any cause whatsoever, including the acts, errors or omissions of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law.

As the duly authorized representative of the applicant organization, I hereby certify that the applicant will comply with the above certifications.	
Grantee Name: _____	
Address: _____	
Application Number and/or Project Name : _____	
Typed Name and Title of Authorized Representative : _____	
Authorized Representative Signature:	**Date:** _____

Attachment A – Certifications

Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Combined Assurance

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non Procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Agency determines to award the covered transaction, grant, or cooperative agreement.

---

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant 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 grant or cooperative agreement, the under-signed 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 sub-awards at all tiers (Including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to the address provided in the

application instructions. Notice shall include the identification number(s) of each affected grant;

Provided by the Department of Education

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)
* Address:

— if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to the address provided in the application instructions. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

* NAME OF APPLICANT

---

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

* Name

* Title:

SIGNATURE

DATE
08-13-1967

ATTACHMENTS

File Name	Mime Type
ED 80-0013	12/98

Provided by the Department of Education

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Attachment A – Certifications

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, and without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non Procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph S of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

* NAME OF APPLICANT

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

* Name:

* Title:

Signature: Submitted Date: 08-13-1967

Optional Attachment	File Name	Mime Type

Provided by the Department of Education ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

Attachment A – Certifications

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant 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 grant 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 subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013 06/04

Provided by the Department of Education

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. **Type of Federal Action:**	2. **Status of Federal Action:**	3. **Report Type:**
___a. contract	___a. bid/offer/application	___a. initial filing ___b. material change

Attachment A – Certifications

___b. grant ___c. cooperative agreement ___d. loan ___e. loan guarantee ___f. loan insurance	___b. initial award ___c. post-award	**For material change only:** Year _____ quarter _____ Date of last report_____

4. **Name and Address of Reporting Entity:** ____ Prime _____ Subawardee Tier_____, if Known: **Congressional District,** *if known*:	5. **If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District,** *if known*:
6. **Federal Department/Agency:**	7. **Federal Program Name/Description:** CFDA Number, *if applicable*: _____
8. **Federal Action Number,** *if known:*	9. **Award Amount**, *if known:* **$**
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):*
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** _____ **Print Name:** _____ **Title:** _____ **Telephone No.:** _____ **Date:** _____
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**

Provided by the Department of Education

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

Attachment A – Certifications

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Provided by the Department of Education

Attachment A – Certifications

OMB No. 0990-0263
Approved for use through 1/31/2012

Protection of Human Subjects
Assurance Identification/IRB Certification/Declaration of Exemption
(Common Rule)

Policy: Research activities involving human subjects may not be conducted or supported by the Departments and Agencies adopting the Common Rule (56FR28003, June 18, 1991) unless the activities are exempt from or approved in accordance with the Common Rule. See section 101(b) of the Common Rule for exemptions. Institutions submitting applications or proposals for support must submit certification of appropriate Institutional Review Board (IRB) review and approval to the Department or Agency in accordance with the Common Rule.

Institutions must have an assurance of compliance that applies to the research to be conducted and should submit certification of IRB review and approval with each application or proposal unless otherwise advised by the Department or Agency.

1. Request Type	2. Type of Mechanism	3. Name of Federal Department or Agency and, if known, Application or Proposal Identification No.
[ ] ORIGINAL [ ] CONTINUATION [ ] EXEMPTION	[ ] GRANT [ ] CONTRACT [ ] FELLOWSHIP [ ] COOPERATIVE AGREEMENT [ ] OTHER:_____	
4. Title of Application or Activity		5. Name of Principal Investigator, Program Director, Fellow, or Other

6. Assurance Status of this Project *(Respond to one of the following)*

[ ] This Assurance, on file with Department of Health and Human Services, covers this activity:
Assurance Identification No._____, the expiration date_____ IRB Registration No. _____

[ ] This Assurance, on file with *(agency/dept)*_____, covers this activity.
Assurance No._____, the expiration date_____ IRB Registration/Identification No._____*(if applicable)*

[ ] No assurance has been filed for this institution. This institution declares that it will provide an Assurance and Certification of IRB review and approval upon request.

[ ] Exemption Status: Human subjects are involved, but this activity qualifies for exemption under Section 101(b), paragraph_____.

7. Certification of IRB Review (Respond to one of the following IF you have an Assurance on file)

[ ] This activity has been reviewed and approved by the IRB in accordance with the Common Rule and any other governing regulations.
by: [ ] Full IRB Review on (date of IRB meeting) _____ or [ ] Expedited Review on (date)
[ ] If less than one year approval, provide expiration date _____

[ ] This activity contains multiple projects, some of which have not been reviewed. The IRB has granted approval on condition that all projects covered by the Common Rule will be reviewed and approved before they are initiated and that appropriate further certification will be submitted.

8. Comments

9. The official signing below certifies that the information provided above is correct and that, as required, future reviews will be performed until study closure and certification will be provided.	10. Name and Address of Institution

Attachment A – Certifications

11. Phone No. *(with area code)* 12. Fax No. *(with area code)* 13. Email:	
14. Name of Official	15. Title
16. Signature	17. Date

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Public reporting burden for this collection of information is estimated to average less than an hour per response. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: OS Reports Clearance Officer, Room 503 200 Independence Avenue, SW., Washington, DC 20201. *Do not return the completed form to this address.*

Attachment B – Statement of Assurances

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §S 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §S 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose

Attachment B – Statement of Assurances

principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §S1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. □470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, (Audits of States, Local Governments, and Non-Profit Organizations.)

18. Will implement adequate controls to account for procurement, location, custody, and security of equipment purchased in accordance with EDGAR 80.32

19. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

20. Will comply with the District of Columbia Human Rights Act of 1977. DC Code § 2-1401.01.

21. Will comply with the District of Columbia Language Access Act of 2004, as applicable. DC Code § 2-1931, et seq.

Attachment B - Statement of Assurances

In addition to the above 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 Department of Education that the authorized official will:

1. **Upon request, provide the Office of the State Superintendent 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. **Americans with Disabilities Act of 1990[2]; and**
   b. **The Elementary and Secondary Education Act as amended in 2001[3].**
   c. **The Family Educational Rights and Privacy Act of 1974 as Amended (FERPA) [4]**

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 under served groups.**

5. **Submit, in accordance with stated guidelines and deadlines, all program evaluation reports required by the U.S. Department of Education and the (Office of the State Superintendent of Education.**

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including but not limited to OMB Circulars No. A-21, A-87, A-122, A-133; Uniform Administrative Requirements for Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; and Education Department General Administrative Regulations (EDGAR) Title 34 Code of Federal Regulations Parts 74-86 and 97-99 that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Applicant assures and certifies that:

---

[2] www.ada.gov
[3] http://www.ed.gov/about/offices/list/oese/legislation.html
[4] www.ed.gov/offices/OM/fpco/ferpa/index.html

Attachment B - Statement of Assurances

1. **It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.**

2. **That the entity has completed a Statement of Certification (Attachment A)**

3. **It will comply with the minimum wage and maximum hour's provisions of the Federal Fair Labor Standards Act if applicable.**

4. **It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.**

5. **It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.**

6. **It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.**

7. **It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for $500,000 or more.**

7. **It will comply with the provisions of the Coastal Barrier Resources Act (P.L 97-348), dated October 19, 1982, (16 USC 3501 et. seq.) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.**

8. **It will participate in all State Math/Science Partnership training and post-award conferences.**

9. **It will submit, in a timely manner, all required State reports, to include data, financial and performance reports as requested.**

10. **It will maintain financial accounting and program evaluation records and will make available such records for review by the SEA, legislative auditors, and all other required personnel for at least 3 years after the end of the Math and Science Partnership Program.**

11. **If applicable, it has conducted meaningful consultation with eligible private/nonpublic school officials regarding the design and implementation of the proposed program and has obtained documentation of such consultation in accordance with section 6501 of the ESEA.**

Attachment B - Statement of Assurances

12. **It understands that compliance with the above-stated assurances constitutes a condition of continued receipt of federal funding under this program and is binding upon all partners in the partnership.**

13. **It understands that successful applicants will provide the state with individual teacher evaluation data used by the program evaluator.**

14. **It understands that successful applicants will attend quarterly technical assistance trainings provided by OSSE and ensure that participants complete Common Core State Standards training that is approved by OSSE.**

STATEWIDE ACCOUNTABILITY ASSURANCES

1. <u>Applicable to All LEAs</u>

LEA assures that it has developed and implemented an individualized intervention plan for each school under its jurisdiction that has been identified by OSSE as a focus school.

LEA assures that it has developed and implemented an individualized intervention plan to address all seven (7) turnaround principles in the District's Waiver, or has adopted a School Improvement Grant model of turnaround, for each school under its jurisdiction that has been identified by OSSE as a priority school.

LEA assures that it will report to OSSE biannually on its progress towards milestones in implementation of intervention plans for focus and priority schools in format as requested.

LEA assures that it will annually administer the DC CAS and/or DC CAS Alt (as applicable) to its students in conformance with OSSE test integrity protocols.

2. <u>Applicable to Charter LEAs</u>

LEA assures that it will develop, pilot, and implement a teacher and leader evaluation system that: 1) will be used for continual improvement of instruction; 2) meaningfully evaluates performance using at least three differentiated performance levels; (3) uses multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities); (4) evaluates teachers and principals on a regular basis; (5) provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.

Attachment B - Statement of Assurances

3. **Applicable to DCPS Only**

LEA assures that its teacher and leader evaluation system meets the requirements of the statewide guidelines developed by OSSE.

4. **Applicable to LEAs that receive Title I**

5. **LEA assures that it will reserve 20% of its Title I allocations for the purpose of carrying out interventions and supports in schools under its jurisdiction that either 1) have been identified by OSSE as priority and focus schools, or 2) have failed to meet the same Annual Measurable Objective**

SIGNATURES OF ALL PARTNERS ARE REQUIRED BELOW

PRINTED NAME	SIGNATURE	ORGANIZATION	DATE

Attachment B - Statement of Assurances

DEPARTMENT OF FINANCE AND REVENUE TAX CERTIFICATION AFFIDAVIT

Name of Organization/Entity:
Address:

Principal Officers:

Name	**Social Security #**	**Title**

Business Telephone No:
Finance and Revenue Registration No: Federal Identification No:
DUNS No.: Contract No.: Unemployment Insurance Account No:

I hereby certify that:
1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.
2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

District:		Current	Not Current
	Sales and Use	( )	( )
	Employer Withholding	( )	( )
	Hotel Occupancy	( )	( )
	Corporation Franchise	( )	( )
	Unincorporated Franchise	( )	( )
	Personal Property	( )	( )
	Professional License	( )	( )
	Arena/Public Safety Fee	( )	( )
	Vendor Fee	( )	( )
	Unemployment Insurance	( )	( )
	Worker's Compensation Premiums	( )	( )

3. If not current, as checked in item 2, I am in compliance with a payment agreement with the Department of Finance and Revenue
☐ Yes (Attach copy of the Agreement.) ☐ No

If outstanding liabilities exists and no agreement has been made, please attach a listing of all such liabilities.

The Department of Finance and Revenue also requires:

(A) Copies of Form FR-532 (Notice of Registration) or a copy of an FR-500 (Combined Registration Form)

(B) Copies of canceled checks for the last tax period(s) filed for each tax liability; i.e., sales and use, employer withholding, etc.

4. I have attached certification from OTR that this agency has complied with the filing requirements of the District of Columbia tax laws, and that this agency has paid taxes due to the , or is in compliance with any payment agreement with OTR.
☐ Yes (☐ No

The District of Columbia Government is hereby authorized to verify the above information with appropriate Government authorities. Penalty for making false statements is a fine of not more than $1,000.00, imprisonment for not more than one (1) year, or both, as prescribed in D.C. Code Sec. 22-2514. Penalty for false swearing is a fine of not more than $2,500.00, imprisonment for not more than three (3) years, or both, as prescribed in D.C. Code sec. 220-2513.

_____ _____
Signature of Person Authorized to Sign this Document Title

_____
Printed Name

Notary: DISTRICT OF COLUMBIA, ss:

Subscribed and sworn before me this _____day of **_____**
Month and Year

_____ **My Commission Expires_____**
Notary Public

Attachment D – Private School Consultation Form

Mathematics and Science Partnerships Grant RFA #-011813/2B

Partner Institution:		**Brief Description of Partnership (Expanded description should be given in narrative form in the Partnerships section of Program Narrative). Attach a formal MOU or letter of commitment for each partnership with this partner identification form.**
Department:		
Primary Contact Name:		
Primary Contact Title:		
Address: _____ _____ _____		
Phone Number:	**Fax Number:**	
Email Address:		

Type of Organization (Check all that apply.)

☐ Local Educational Agency
☐ Institution of Higher Education
STEM Department: ☐ Science ☐ Technology ☐ Engineering ☐ Mathematics
Other Department: ☐ Teacher Training
☐ DCPS Public School
☐ Charter School
☐ Private School
☐ Business
☐ For-Profit
☐ Non-Profit
☐ Other _____

_____
Print Name and Title (if different from primary contact)

_____ _____
Signature of Authorized Organization/Institution Official **Date**

Attachment D – Private School Consultation Form

Mathematics and Science Partnerships Grant RFA #-011813/2B

Applicant Name:

In accordance with the federal NCLB requirements, the following private school representatives were contacted. They were offered a genuine opportunity to express their views regarding the above Request for Application. This opportunity was provided before any decision that affects the opportunities of the students, teachers and other educational personnel from these nonpublic schools, became final as part of this application.

Name of Consulted Private School:

Private School Contact Person:

Telephone Number: Email Address:

Date of Consultation:

How was the consultation delivered (ie. Emailed, mailed, in person, telephone, etc...)?

Please provide a Brief Summary of Consultation. (Your summary should include responses to the following questions; What services will be offered? How will the participant's needs be identified? How, where, and by whom will the services be provided? How will the services be assessed? How will the results of the assessment be used to improve the services above?)

Outcome of Consultation: ☐Yes, will participate ☐No, will not participate

(Use additional sheets as necessary and please sign each sheet.)

_____
_____/_____/_____
Signature of Applicant **Date Signed**

_____
____/____/_____
Signature of Private School Representative **Date Signed**

ATTACHMENT E Statement of Non-Discrimination

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at ocr.dc@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at **www.ohr.dc.gov** or call (202) 727-4559

OMB Control No. 1894-0005 (Exp. 01/31/2011)

ATTACHMENT F– General Education Provisions Act (GEPA)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005.** The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC. 20202-4537.

Provided by the Department of Education

ATTACHMENT G– List of Priority Schools and Teacher Turnover Rates

List of Priority Schools

1. Aiton ES
2. Amidon-Bowen ES
3. Anacostia SHS
4. Browne EC
5. C.W. Harris ES
6. Drew ES
7. Dunbar SHS
8. Eastern SHS
9. Garfield ES
10. Johnson, John Hayden MS
11. Kelly Miller MS
12. Kramer MS
13. LaSalle-Backus EC
14. Luke C. Moore Academy HS
15. Malcolm X ES
16. MC Terrell ES
17. Moten ES at Wilkinson
18. Prospect LC
19. Roosevelt SHS
20. Savoy ES
21. Spingarn SHS
22. Stanton ES
23. The Washington Metropolitan High School
24. Woodson H.D. HS
25. Maya Angelou PCS - Evans Campus
26. Options PCS

Please provide the following information for the Priority School/s you will serve.

SIGNATURE OF EACH PRIORITY SCHOOL ADMINISTRATOR IS REQUIRED BELOW

PRINTED NAME	SIGNATURE	ORGANIZATION	DATE	TURNOVER RATES

ATTACHMENT G– List of Priority Schools and Teacher Turnover Rates

ATTACHMENT H – Application Checklist RFA#011813/2B

The following sections, in the order identified below, must be included in your application. ***If your application does not contain all the following sections in the specified sequence, reviewers may have difficulty in identifying your information. This may result in a lower rating score and subsequent failure to receive funding.***

Use the Application Checklist in assembling your Mathematics and Science Partnerships Program grant application.

☐ **Application Checklist.**

☐ **Application Cover Page.** (Excel application) The applicant must provide all contact descriptive information requested on the required Application Cover Page. This page must be the first page of the application. This page must be signed and scanned.

☐ **Project Abstract (**Tab C1 Excel application**).** The applicant must include a summary of the project that clearly states what subject area and grade levels the project will address; the major goals and objectives; partners and their roles; and how the project will benefit the teachers and students in the District of Columbia. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria**.**

☐ **Narrative Section** The following sections of the application should contain the program narrative that justifies and describes the program to be implemented. The narratives must address the following items:

- Priority Points – 20 points (Tab C2 Excel application)
- Statement of Need – 8 points (Tab C3 Excel application)
- Project Design and Implementation Plan – 26points (Tab C4 Excel application)
- Workplan – 34 points (Tab C5 Excel application)
- Evaluation – 20 points (Tab C6A Excel application)
- Accountability – 10 points (Tab 6B Excel application)
- Sustainability Plan – 10 points (Tab 6C Excel application)
- Budget Worksheet – 10 points (Tab C7 Excel application)
- Management and Personnel Plan – 10 points (Tab C8 Excel application)

☐ **Private School Consultation Statement/Signatures, if applicable.**

☐ **Partnership Identification Form .** The applicant must attach a Partner Identification Form for each identified partner. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix. This page is not included in the 15-page application narrative limit.

☐ **General Education Provisions Act (GEPA) Statement.** Section 427 of the Department of Education's General Education Provisions Act (GEPA) requires all local school districts and other eligible applicants to include in their applications for funding a description of the steps they propose to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. Based on its specific circumstances, each applicant should determine whether the barriers outlined in GEPA might prevent students or teachers from such access to, or participation in, the federally funded project or activity. The applicant must provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances.

☐ **Statement of Non-Discrimination.** The applicant must include a Statement of Non-Discrimination as an agreement to adhere to the guidelines within the statement. Use the template provided.

☐ **Organizational Chart** The applicant must include a detailed organizational chart showing employees of the program.

☐ **Certifications and Assurances.** The applicant must include the appropriate signatures on all Certifications and Assurances.

☐ **Resumes.** The applicant must include the appropriate resumes of staff and program management.

☐ **List of Priority Schools and Teacher Turnover Rates.** The applicant must include the list of Priority Schools in the Partnership and the Teacher Turnover rates at those schools. The form should be signed by the appropriate staff and program management individuals.

ATTACHMENT H – Application Checklist RFA#011813/2B

☐ **Appendices.** Additional required documentation not listed above (i.e. indirect cost rate agreements, Partnership MOUs, letters of commitment, etc..).