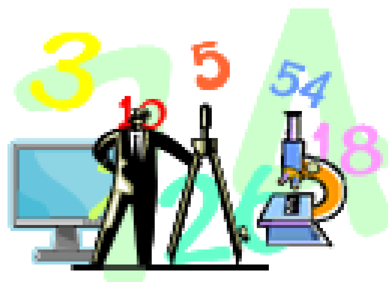
REQUEST FOR APPLICATIONS (RFA) #0320-09/2B

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
Division of Education Excellence

Mathematics and Science Partnerships Program



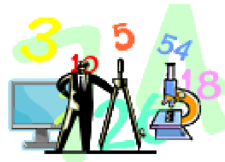
The Division of Education Excellence in the Office of the State Superintendent of Education invites the submission of applications for funding under the Title II, Part B of the *No Child Left Behind Act of 2001*.

RFA Release Date: March 20, 2009

Application Submission Deadline: Wednesday, May 6, 2009 at 6:00 p.m.

LATE or INCOMPLETE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL.

N O T I C E
PRE-APPLICATION CONFERENCES



Attendance is **<u>strongly encouraged</u>** to at least one of the Pre-Application Conferences or Teleconferences listed below. Due to space limitation - **pre-registration is required and no more than two individuals from each organization can attend.** To register for the Pre-Application Conferences and/or the Teleconferences send an email to carol.wilson@dc.gov. Include the attendee(s)' name(s), title(s), phone number(s), email address(es) and organization in the body of your email. To register for the Pre-Application Conference indicate the conference number, date, and time. To register for the Teleconference indicate the session (AM or PM).

Pre-Application Conference #1
MONDAY, APRIL 6, 2009
51 N Street NE
3rd Floor Conference Room
2:00 p.m. to 4:00 p.m.
Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)
(pre-registration is required and no more than two individuals from each organization can attend)

Pre-Application Conference #2
WEDNESDAY, APRIL 15, 2009
51 N Street NE
3rd Floor Conference Room
2:00 pm – 4:00 pm
Metro: Gallaudet and New York Avenue (Red Line – use the Florida Avenue exit)
(pre-registration is required and no more than two individuals from each organization can attend)

Teleconferences
TUESDAY, APRIL 14, 2009
10:00 a.m. to 12:00 noon – AM session
2:00 p.m. to 4:00 p.m. – PM session
(pre-registration is required in order to receive teleconference information)

CONTACT PERSON: **Carol Wilson**
carol.wilson@dc.gov **(202) 741-6481**

Office of the State Superintendent of Education
Division of Education Excellence

MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM

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*** Provided by the Department of Education**

2009 OVERVIEW

The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to announce the fourth competition for the Mathematics and Science Partnerships (MSP) Program. The Mathematics and Science Partnerships Program is funded under the FY 2008 Title II, Part B grant from the U.S. Department of Education authorized through provisions in the *No Child Left Behind (NCLB) Act of 2001*. The purpose of this funding is to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between Local Educational Agencies (LEAs) and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include public schools, businesses, and nonprofit or for-profit organizations involved in mathematics and science education.

Funds available for the MSP Program will be awarded by OSSE to support proposals submitted by eligible partnerships that provide programs to improve mathematics and science instruction. These eligible partnerships give LEAs and STEM faculty joint responsibility for improving mathematics and science instruction. Successful projects proposed by these partnerships will seek ways to sustain intensive, high-quality professional development activities that focus particularly on deepening teachers' content knowledge. Successful projects will also focus on increasing the knowledge of how students learn particular content, providing opportunities for engaging learning, and establishing coherence in teachers' professional development experiences.

Successful FY 2009 projects must target middle school grades (6-8) and/or high school grades (9-12) in the areas of mathematics and/or science.

Eligible Applicants. Funds will be awarded to partnerships with a minimum of 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 engineering, mathematics, technology, science 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
- 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 (33 % 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 institution of higher education must:

- Have their main campus located in the District of Columbia certified by the U.S. Department of Education; 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.

Either the LEA or the IHE may be the fiduciary agent of the grant.

Source of Grant Funding. Funding is authorized through the provisions of Title II, Part B of the No Child Left Behind Act - Public Law (P.L.)107-110. Applicants should note that the grant awards are contingent upon continued funding availability from the U.S. Department of Education. This competition has approximately $510,000 to award. OSSE maintains the right to adjust the grant award and amounts as funding becomes available.

The OSSE does not guarantee a specific award amount, but rather will consider the size, scope and budget of the proposed project when determining the size of the award.

Application Priority Points. The Division of Education Excellence in the Office of the State Superintendent of Education conducted a survey of the Districts' teachers to measure their understanding and confidence in instructional delivery of the State's standards in Mathematics and Science. Thirty five (35) percent or more of the respondents had a "Surface" or "Somewhat of an …" understanding of as well as being "Not or Somewhat" confident in teaching middle and high school Algebra, Geometry, and Probability & Statistics standards. **Six (6)** priority points will be given to proposals which target teachers' lack of understanding and confidence in teaching one or more of the middle and/or high school Algebra, Geometry, and Probability & Statistics state standards.

Additionally, **ten (10)** priority points will be given to the applicant whose proposal contains a firm plan to identify and recruit teachers with the most need. The application must contain the applicant's definition of a teacher in most need, the basis and manner in which these teachers were identified, and a detailed plan as to how they will be recruited and retained to the proposed project.

Award Period. The grant programmatic and fiscal implementation period will be from July 1, 2009 – June 30, 2010. All funds must be obligated by June 30, 2010.

Grant Awards and Amounts. Initial grant awards will be made for a period of one year. Projects that successfully meet the goals and objectives of the program and which demonstrate programmatic and fiscal reporting compliance during the award period may be eligible to receive continuation awards for a maximum of two (2) additional years. The total estimated amount of available funding is $510,000.00 of which OSSE anticipates making at least two awards for the FY 2009 competition. OSSE maintains the right to adjust the grant awards and amounts as funding becomes available.

Grant Award Payments. In accordance with section 80.21(d) of the Education Department General Administrative Regulations (EDGAR) 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.

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

Additionally, this funding is to be used to fund professional development for a new cohort of participating teachers. 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 local educational agency (LEA) partners and/or institute of higher education (IHE)) from a previously funded partnership.

A "new" teacher is defined as:

- A teacher who has never received any OSSE MSP training or
- A teacher who previously participated in less than 20 total hours of any OSSE MSP intensive and classroom follow-up hours.

Additional funding for <u>previously approved and funded proposals</u>, whose funding will end on 4/30/09, will be contingent on presenting sufficient documentation of the project's needs to extend and/or elaborating on the original project plan and/or to gather additional data to support project findings. Consideration for continuation of the award period will also be based on the awardees' adherence to the reporting requirements and timeline for the program period they received funds.

Successful projects must use funds to provide ***one or more*** of the following allowable activities under the grant to the targeted population of middle school and/or high school 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) recruiting mathematics, engineering, and science majors to teaching through the use of-

  - signing and performance incentives that are linked to activities proven effective in retaining teachers, for individuals with demonstrated professional experience in mathematics, engineering, or science
  - stipends provided to mathematics and science teachers for certification through alternative routes;
  - scholarships for teachers to pursue advanced course work in mathematics, engineering, or science; and
  - other programs that the State educational agency determines to be effective in recruiting and retaining individuals with strong mathematics, engineering, or science backgrounds.

(4) 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.

(5) 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.

(6) designing programs to prepare a mathematics and/or science teacher in a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school.

(7) 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.

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

(9) 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.

(10) indirect cost – represent 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.) These costs cannot exceed 8% the direct costs. The total of direct and in-direct costs cannot exceed the grant award.

Equitable Access and Participation. All applicants must submit a plan for how all eligible teachers within the District of Columbia will have access to the program. The plan must also delineate how the project will meet the provision of the equitable services to eligible private school teachers are required under Section 9501 of the *No Child Left Behind Act of 2001.* 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. Although the District of Columbia Public Charter School Law exempts charter schools from establishing eligible attendance areas and providing equitable private school participation under Title I, **all** applicants to this program are required to provide "timely and meaningful consultation" during the design and development of its program under the MSP grant. Discussions with the private school officials must occur prior to the submission of the application. The plan must outline how the applicant will provide them the opportunity to participate and should include:

- How and when the applicant made contact with the private schools and the result of contact/consultation,

- How and when the applicant will make decisions about the delivery of services that included a thorough consideration and analysis of the views of private school officials.
- The size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel.
- 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?

A listing of participating private/nonpublic schools (Attachment F) is attached. Applicants must complete and include the Documentation of Private School Consultation form (Attachment E) with their application.

How to Apply. Use the Request for Applications (RFA) #0320-09/2B to apply for the Mathematics and Science Partnerships (MSP) program. The RFA will be 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 Carol Wilson at (202) 741-6481 – carol.wilson@dc.gov.

Applicants are **strongly encouraged** to attend one of two Pre-Application Conferences scheduled for **Monday, April 6, 2009** from 2:00 p.m. to 4:00 p.m., and **Wednesday, April 15, 2009** from 2:00 p.m. to 4:00 p.m. at 51 N Street NE, Washington, DC 3rd floor conference room and/or one of two Teleconferences on **Tuesday, April 14**, 2009 AM session 10:00 a.m. to 12:00 noon or PM session 2:00 p.m. to 4:00 p.m. **Pre-registration for the pre-application conferences and teleconferences are mandatory.** No more than two individuals from an organization may register for the pre-application conference. **Please bring a copy of the RFA.**

Technical Assistance Questions: Applicants are asked to email their questions to carol.wilson@dc.gov on or before 5:00 pm, **Friday, April 24, 2009**. 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 # 0320-09/2B in the subject line of your email. Questions submitted after the deadline date will not receive responses.

Award Decisions. An independent review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. RFA copies whose identifiers have been removed will be sent to the reviewers to ensure applicant anonymity and an unbiased review. Each application will be review by at least three (3) reviewers. The review panel will score and rank the applications. Applications that score at or above the State determined score will be further reviewed by Office of the State Superintendent of Education. Office of the State Superintendent of Education makes the final funding determinations.

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

Carol Wilson
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor, Suite 3014-D
Washington, DC 20002
carol.wilson@dc.gov 202-741-6481

SUBMISSION OF APPLICATIONS

Eligible applicants must submit an original application (marked original) with three (3) copies of the application (for a total of 4 applications) and one electronic copy (on CD-ROM only) on or before **Wednesday, May 6, 2009 at 6:00 p.m.** In order for the applications to be reviewed in strict anonymity, all identifiers (applicant organization's and primary partners' names and addresses, key personnel names, etc…) must be removed from the three copies. 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. Only the original application should include the name, initials, and/or any other naming conventions, addresses, and key personnel names that will identify your organization and its primary partners.

Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. This will serve as your receipt of submission.

This application package must be submitted to the Office of the State Superintendent of Education, Division of Education Excellence, 51 N Street, NE, 3rd Floor, Suite 3014-D, Washington, DC 20002, ATTN: Carol Wilson no later than **6:00 p.m. on Wednesday, May 6, 2009**.

Applications will not be forwarded to the review panel if the applicant fails to submit the required four applications (one original and 3 copies) and one electronic copy (CD-ROM). Electronic and facsimile submissions will not be accepted.

Application Submission Date and Time. Applications are due no later than **6:00 p.m.** on **Wednesday, May 6, 2009**. All applications will be recorded upon receipt. **Applications submitted at or after 6:01 p.m. Wednesday, May 6, 2009 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 **6:00 p.m. Wednesday, May 6, 2009**. **Applications must be ready for receipt by the Division of Education Excellence by 6:00 p.m. on Wednesday, May 6, 2009 (no exceptions).**

An original, three (3) copies, and an electronic copy (CD-ROM only) of the application must be delivered to the following location:
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, 3rd Floor, Suite 3014-D
Washington, DC 20002
ATTN: Carol Wilson

Mail/Courier/Messenger Delivery: Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by 6:00 p.m. on Wednesday, May 6, 2009. Applications arriving via messenger/courier services after the posted deadline of 6:00 p.m. on Wednesday, May 6, 2009 will not be forwarded to the review panel.

Include only the information requested and answer all questions thoroughly. 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. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed in the RFA. (Support documents and examples should only be attached if requested.)

GENERAL GRANT PROVISIONS

Payments. In accordance with section 80.21(d) of the Education Department General Administrative Regulations (EDGAR) 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 or times before final payment and five (5) years thereafter, OSSE may have the sub-grantee's expenditure statements and source documentation audited.

Reporting Requirements. Sub-grantees are required to submit interim performance, financial, and inventory reports to the OSSE. These interim reports describe program activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State regulations as outlined in the awarded application and any subsequent contingencies. Required documentation to support interim reports includes contracts, purchase orders, cancelled checks, invoices, receipts, professional development agendas and sign-in sheets, etc. are not to be submitted with the "Reimbursement Request" form nor interim reports but are to be kept on file for review by the OSSE.

Additionally, all sub-grantees are required to complete an online Annual Performance Report and conduct an annual local evaluation of programmatic activities.

Timely submission of these interim 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. Failure to submit timely interim reports may result in possible suspension and/or termination of the grant award.

Technical assistance will be provided on these required reporting activities at a scheduled mandatory post-award meeting. This technical assistance workshop will include a timeline for all reporting requirements.

Certifications and Assurances. Applicants shall complete and return with the application the information requested in Attachments B and C.

<u>**Nondiscrimination in the Delivery of Services**</u>**.** 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.

REQUIRED APPLICATION INFORMATION

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

Statement of Need. In accordance with P.L. 107-110 Sec. 2202 (b)(2)(1)(A), each application must demonstrate 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 2007-2008 or 2008-2009):

- 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. 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.
- 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.

Project Design and Implementation. 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 State 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 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. The partnership may include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education.

  These partners and other stakeholders must engage in the effort at the institutional and individual levels, and share goals, responsibilities and accountability for the project. This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must:

  1. append a Partner Identification Form (Attachment D) from each partner in the application appendix.; and,
  2. include a Memorandum of Understanding (MOU) from each partner outlining the roles and contributions of the partner and provide evidence that the proposed partnership activities are integral to the partner's instructional plans.

- how the project design aligns with the State academic content and student achievement standards in mathematics and/or science.

- how the project design was developed using scientifically-based research. (This scientifically-based research must not be more than **five years old**.) An explanation of how the activities expect to improve student academic achievement and strengthen the quality of math and science instruction must be included.

- 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 describe how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards. The project description should indicate a timeline and an estimate of the number, type, duration and intensity of professional development activities.

- how technology will be integrated into the mathematics **and/or** science teacher training.

- 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 a:

- **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)
  - provide mentorship and expertise to the LEA(s)' partner in professional development, curriculum development and mentoring other mathematics and/or science teachers.

Work Plan. Additionally, each application must provide a specific Work Plan (Attachment H) 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 follow:

  - 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 (Attachment H) 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 (Attachment H). 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.

Also 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.
- the 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.

- résumés for additional proposed personnel team and for each participant who will exercise a major administrative, policy, or consultant role.

Evaluation, Accountability and Sustainability Plan. 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 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, Accountability and Sustainability Plan:

- a 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, and the increase of teacher enrollment in advance courses. This evaluation will be the basis of the online Annual Performance Report submitted to the State for submission to the U.S. Department of Education.

- 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.

- the measurement of the academic achievement of students in middle and secondary schools (grades 6-12) 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.

- a 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.

Budget, Budget Worksheet and Budget Narrative. The applicant must include in the appendix a detailed Budget. Also, the applicant must complete the Budget Worksheet and Budget Narrative (Attachment G) and include it with the application. The detailed Budget, Budget Worksheet and Budget Narrative should be clearly tied to the scope and requirements of the project design. All activities described in the Project Design and Work Plan that have funding implications must appear in the detailed Budget, Budget Worksheet and Budget

Narrative. The budget worksheet will be used to identify budget line items according to the following categories: salaries & wages, fringes benefits, contracted services, supplies & materials, equipment, other charges and indirect costs (if necessary). The detailed Budget will itemize the amounts reported in the budget worksheet (Attachment G). A total for each group line item must be identified on the budget worksheet. Any in-kind contributions also need to be identified in the detailed budget and budget worksheet.

The Budget Narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs**. Funds can only be used to purchase books and materials for teacher training.**

SCORING CRITERIA

All applicants responding to the RFA shall be evaluated against the following scoring rubric.

Review Panel
The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. The review panel is responsible for scoring and ranking applications. Upon completion of the review, the panel shall make recommendations for awards based on the scoring process. Office of the State Superintendent of Education (OSSE) shall make the final funding determinations.

Decision on Awards
The recommendations of the review panel are advisory only and not binding on the Office of the State Superintendent of Education (OSSE). The final decision on awards is vested solely with the OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

Scoring Definitions;
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, an exemplary plan, etc.

Reviewers will not be required to search the World Wide Web or other references/resources, make assumptions, and search the application for responses to and/or evidence of scoring criteria. It is imperative that responses to and/or evidence for the scoring criteria are located in the appropriate sections of the application.

Mathematics and Science Partnerships Program
RFA #0320-09/2B
Scoring Rubric

Application #: _____
Reviewer's Initials: _____

Date of Review: _____

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.

Application Priority Points (16)						**Total Score**
OSSE Needs Assessment				**No**	**Yes**	
Application targets one or more of the following identified need(s) from the OSSE's Needs Assessment survey: Middle/Junior High and/or High School: Algebra, Geometry, Probability & Statistics				0	6	
Teachers in Most Need Recruitment and Retention Plan	Application contains a reference to a plan but no detailed plan given or is not complete and detailed.	Plan Lacks an Accurate and Complete Definition of "Teachers in Most Need"	Plan Lacks a Sound and Realistic Recruitment Plan	Exemplary Plan		
Points to be given for:	0-2	3-4	3-4	10		
Total Priority Points						

Strengths: _____

Weaknesses: _____

Application #: _____

Criteria 1 Statement of Need (10 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score for Criteria 1**
Using the most recent data available (i.e. SY 2007-2008 or 2008-2009) 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 data about private schools that consented to participate as a result of consultation efforts.	**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.	**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**	

Strengths: _____

Weaknesses: _____

Application #: _____

Criteria 2 Project Design and Implementation (48 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score for Criteria 2**
Presents a clear linkage between the Statement of Need and the Project Design, the application: • 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**	
• includes a Partner Identification Form for each partner.	**0**	**1**	**2**	
• includes a letter of commitment 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**	
• provides a clear description of how the project design aligns with the State academic content and student achievement standards in mathematics and/or science.	**0**	**1**	**2**	
• provides a clear description of how the project design includes scientifically-based research activities that are expected to improve student academic achievement and strengthens the quality of math and science instruction. The scientifically-based research used is no more than five (5) years old.	**0**	**1**	**2**	
• 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**	
• describes how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards.	**0**	**1**	**2**	

• provides a clear description of the enhanced and ongoing professional development of mathematics and science teachers.	**0**	**1**	**2**	
• provides direct interaction between participants and IHE faculty during the enhanced and ongoing professional development.	**0**	**1**	**2**	
• 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**	
• 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**	
• provides a clear description of a Teacher-Mentor (TM) program that will provide advanced preparation and leadership opportunities for middle school and secondary mathematics **and/or** 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.	**0**	**1**	**2**	
• provides a specific implementation plan that serves as an overall outline for the proposed mathematics **and/or** science project.	**0**	**1**	**2**	
▪ relates the measureable goals/objectives to the project design and its activities in its **Work Plan** (Attachment H).	**0**	**1**	**2**	
▪ describes measurable objectives and annual targets in terms of 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".	**0**	**1**	**2**	
▪ describes measureable objectives to increase the number of science teachers who participate in content-based professional development activities.	**0**	**1**	**2**	
▪ describes measureable objectives to improve student academic achievement on state science and/or mathematics assessments.	**0**	**1**	**2**	

▪ describes measureable objectives to improve the knowledge of participating teachers in science and/or mathematics assessments;	**0**	**1**	**2**	
▪ describes measureable objectives to compare participating teachers versus non-participating teachers in teacher content knowledge and student achievement.	**0**	**1**	**2**	
▪ describes measureable objectives that link student achievement gains to the professional development program.	**0**	**1**	**2**	
▪ includes a link between project activities and performance outcomes.	**0**	**1**	**2**	
▪ 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**	
▪ lists responsible persons for completing activities by name and position in the **Work Plan**.	**0**	**1**	**2**	
▪ includes an assessment instrument in its **Work Plan** that is reasonable to be used as a measurement for performance success.	**0**	**1**	**2**	

Strengths: _____ **Weaknesses: _____**

SAMPLE

Application #: _____

Criteria 3 Evaluation, Accountability, and Sustainability Plan (22 points)	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria 3
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**	**1**	**2**	
• includes an evaluation plan that will properly collect trend quantitative and qualitative data on teacher content knowledge, classroom practice, student academic achievement, and the increase of teacher enrollment in advance courses.	**0**	**1**	**2**	
• 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**	**1**	**2**	
• includes defined pre- and post- assessments given to project participants to measure content knowledge growth.	**0**	**1**	**2**	
• addresses how the measurement of the academic achievement of students in middle and secondary schools (grades 6-12) through enhancing the content knowledge and teaching skills of classroom teachers through professional development activities will be collected.	**0**	**1**	**2**	
• gives specific details regarding student achievement on the DC-CAS for the students of project participants will be used.	**0**	**1**	**2**	
• discusses , in detail, how the project design will sustain itself.	**0**	**1**	**2**	
• identifies plans for maintaining partnership throughout and beyond the funding cycle.	**0**	**1**	**2**	
• identifies the continuing costs for professional development and other activities.	**0**	**1**	**2**	
• identifies resources needed to sustain personnel efforts.	**0**	**1**	**2**	
• identifies supports from existing partnerships that will continue after the grant has ended.	**0**	**1**	**2**	

Strengths: _____ **Weaknesses: _____**

Application #: _____

Criteria 4 Management and Personnel Plan (10 points)	**No Evidence**	**Partial Evidence**	**Full Evidence**	**Total Score for Criteria 4**
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**	

Strengths: _____

Weaknesses: _____

SAMPLE

Application #: _____

Criteria 5 Detailed Budget and Budget Narrative (10 points)	No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria 5
A one year Budget and Budget Narrative has been submitted in which the application: • delineates clear information by describing the adequacy of the facilities proposed for use, such as science laboratories. • delineates clear information by describing the adequacy of the proposed equipment and supplies to be used. • demonstrates that the proposed project has an adequate budget and is costs are reasonable (including program administrative staff), allowable, and allocable under the program. Total administrative costs does not exceed the allowed 5% set aside. • demonstrates that the proposed budget for each partner is realistic and is in line with the level of effort of the partner's participation. • provides the basis used for all proposed costs which is reasonable and realistic.	**0** **0** **0** **0** **0**	**1** **1** **1** **1** **1**	**2** **2** **2** **2** **2**	

Strengths: _____

Weaknesses: _____

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

SCORE SUMMARY		
Criteria	***Possible Score***	***Application Score***
Application Priority Points	16	
Statement of Need	10	
Project Design and Implementation	48	
Evaluation, Accountability, and Sustainability Plan	22	
Management and Personnel Plan	10	
Detailed Budget and Budget Narrative	10	
TOTAL	116	

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 – Application Receipt Form

Office of the State Superintendent of Education
Division of Education Excellence

Mathematics and Science Partnerships Grant RFA #0320-09/2B

OSSE Division of Education Excellence is in receipt of:

____
(Contact Name/Please Print Clearly)

____
(Applicant Name)

____
(Address, City, State, Zip Code)

____
(Telephone Number)

☐ Application for Math Project
☐ Application for Science Project

____
(Fax Number)

____
(Email Address)

$_________________________________
Amount Requested

OSSE Division of Education Excellence USE ONLY

Please Indicate Time: _________ a.m./p.m.

ORIGINAL APPLICATION, ________________ COPIES, and ________CD-ROMS.

RECEIVED ON THIS DATE. _______/_________/_________2009

Attachment B – 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 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 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 judgement 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;

Attachment B – Certifications

(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:

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.

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

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

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

Attachment B – Certifications

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.

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

Attachment B – Certifications

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.

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

Attachment B – Certifications

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: ___a. contract ___b. grant ___c. cooperative agreement ___d. loan ___e. loan guarantee ___f. loan insurance	**2. Status of Federal Action:** ___a. bid/offer/application ___b. initial award ___c. post-award	**3. Report Type:** ___a. initial filing ___b. material change **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

Attachment B – Certifications

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

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 C – Statement of Assurances

OMB Approval No. 0348-0040

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. ээ4728-4763) 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. ээ1681-1683, 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. э794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ээ 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) ээ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ээ 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. э 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. ээ1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ээ276a to 276a-7), the Copeland Act (40 U.S.C. э276c and 18 U.S.C. ээ874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ээ 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. ээ1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ээ7401 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. ээ1721 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. э470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ээ469a-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. ээ2131 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. ээ4801 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, AAudits of States, Local Governments, and Non-Profit Organizations.≅

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

Attachment C - 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 - Division of Education Excellence 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; and**
   b. **No Child Left Behind Act of 2001.**

3. **Use grant funds to supplement and not supplant funds from nonfederal sources;**

4. **Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and 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 - Division of Education Excellence).**

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:

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

Attachment C - Statement of Assurances

3. **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.**

4. **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.**

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

6. **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. **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.**

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.**

Attachment C - Statement of Assurances

SIGNATURE OF ALL PARTNERS IS REQUIRED BELOW

Signature **Organization** **Date**

Signature **Organization** **Date**

Signature **Organization** **Date**

Signature **Organization** **Date**

OSSE DC Office of the State Superintendent of Education

Attachment D – Partner Identification Form

Mathematics and Science Partnerships Grant RFA #0320-09/2B

<table>
<tr><td colspan="2">Partner Institution:</td><td rowspan="7">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.</td></tr>
<tr><td colspan="2">Department:</td></tr>
<tr><td colspan="2">Primary Contact Name:</td></tr>
<tr><td colspan="2">Primary Contact Title:</td></tr>
<tr><td colspan="2">Address: _____
_____
_____</td></tr>
<tr><td>Phone Number:</td><td>Fax Number:</td></tr>
<tr><td colspan="2">Email Address:</td></tr>
</table>

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 E – Documentation of Private School Consultation

Mathematics and Science Partnerships Grant RFA #0320-09/2B

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 F - List of Private Schools – FY 2009

Academia De La Recta Porta
7614 Georgia Avenue, NW
Washington, DC 20012
202-726-8737

Academy for Ideal Education
1501 Gallatin St, N.W.
Washington, DC 20011
202-726-0313

The Ambassador Baptist Church Christian School
1412 Minnesota Ave., S.E.
Washington, DC 20020
202-678-1993

Adventureland
4015 Kansas Avenue NW
Washington, DC 20011
202-722-0828

Aidan Montessori School
2700 27th Street, N.W.
Washington, DC 20008
202-387-2700

Anacostia Bible Church Christian School
1610 T Street, S.E.
Washington, DC 20020
202-678-6555

Annunciation School
3825 Klingle Place, NW,
Washington, DC 20016
202-362-1408

*** Archbishop Carroll High School**
4300 Harewood Road, NE
Washington, DC 20017
202-529-0900

Auguste Montessori School
3600 Ellicott Street, N.W.
Washington, DC 20008
202-237-1788

Beauvoir–The National Cathedral Elementary School
3500 Woodley Road, NW,
Washington, DC 20016
202-537-6485

Blessed Sacrament Elementary School
5841 Chevy Chase Parkway, NW
Washington, DC 20815
202-966-6682

Bridges Academy
6119 Georgia Avenue, N.W
Washington, DC 20011
202-829-1901

British School of Washington
4715 16th Street, N.W.
Washington, DC 20011
202-829-3700

Calvary Christian Academy
806 Rhode Island Avenue, N.E.
Washington, DC 20018
202-526-5176

Capitol Hill Day School
210 South Carolina, SE
Washington, DC 20003
202-547-2244

Clara Muhammad School
2313 M.L. King, Jr. Avenue, S.E.
Washington, DC 20020
202-610-1090

Coeus International School
4401 Connecticut Avenue, NW
6th Floor
Washington, DC 20008
202-237-0040

Cornerstone Beulah Christian Academy
5820 Dix Street, N.E.
Washington, DC 20019
202-388-0627

Cornerstone Community School
907 Maryland Avenue NE
Washington, DC 20002-5307
202-543-2881

Cornerstone Mt. Carmel Christian Academy
901 3rd Street NW
Washington, DC 20001
202-840-0490

DuPont Park Adventist School
3942 Alabama Avenue, S.E.
Washington, DC 20020
202-583-2500

Edmund Burke School
4101 Connecticut Avenue NW
Washington, DC 20008-1155
202-362-8882

Emerson Preparatory School
1324 18th Street, NW,
Washington, DC 20036
202-785-2877

Emery L. Fears Boys Academy
1544 5th Street, NW
Washington, DC 20001
202-232-2860

ATTACHMENT F - List of Private Schools – FY 2009

Episcopal Center for Children
5901 Utah Avenue, N.W.
Washington, DC 20015
202-363-1333

First Rock Christian School
834 Hilltop Terrace, S.E.
Washington, DC 20019
202-583-0992

Georgetown Day School
4200 Davenport Street, NW
Washington, DC 20016
202-274-3210

*** Georgetown Visitation Preparatory School**
1524 35th Street, N.W.
Washington, DC 20007
202-337-3350

*** Gonzaga College High School**
19 Eye Street, N.W.
Washington, DC 20001
202-336-7100

High Road School of DC
711-A Edgewood Street. N.E.
Washington, DC 20017
202-529-7677 or 202-635-7171

Holy Redeemer Catholic School
1135 New Jersey Avenue NW
Washington, DC 20001
202-638-5723

Holy Trinity School
1325 36th Street NW
Washington, DC 20007
202-337-2339

Kuumba Learning Center
3328 MLK Avenue SE
Washington, DC 20032
202-563-5917

Howard University Early Learning
450 Howard Place, N.W.
Room 1019
Washington, DC 20059
202-806-7102

Kendall Demonstration Elementary
800 Florida Avenue, N.E.
Washington, DC 20002
202-651-5031

Kennedy Institute
801 Buchanan Street, N.E.
Washington, DC 20017
202-529-7600

Kirov Academy of Ballet
4301 Harewood Road, NE
Washington, DC 20017
202-832-1087

Lab School of Washington
4759 Reservoir Road, N.W.
Washington, DC 20007
202-965-6600

Learning, Life and Leadership Christian Academy
2683 Douglas Road SE
Washington, DC 20020
202-889-2942

Lowell School
1640 Kalmia Road, N.W.
Washington, DC 20012
202-577-2000

Metropolitan Day School
1240 Randolph Street, N.E.
Washington, DC 20017
202-234-3210

Model Secondary School for the Deaf
800 Florida Ave, N.E.
Washington, DC 20002
202-651-5031

Muhammad University of Islam
1615 Kenilworth Avenue NE
Washington, DC 20019
202-399-5216

Nannie Helen Burroughs
601 50th Street, N.E.
Washington, DC 20019
202-398- 5266

Nation House Watoto School
770 Park Road, NW,
Washington, DC 20010
202-291-5600

National Cathedral School
3612 Woodley Road NW
Washington, DC 20016
202-537-6374

National Presbyterian School
4121 Nebraska Avenue NW
Washington, DC 20016
202-537-7504

Naylor Road School
2403 Naylor Road SE
Washington, DC 20020
202-584-5114

ATTACHMENT F - List of Private Schools – FY 2009

New Macedonia Christian Academy
4115 Alabama, N.E.
Washington, DC 20020
202-575-0856

Our Lady of Victory School
4755 Whitehaven Pkwy., NW
Washington, DC 20007
202-337-1421

The Preparatory School of DC
33 K Street, N.W.
Washington, DC 20001
202-722-5080

Randall Hyland Private School of DC
4339 Bowen Road SE
Washington, DC 20019
202-582-2966

Roots Learning Center
6222 North Capitol Street, N.W.
Washington, DC 20011
202-882-5155

*** Sacred Heart**
1625 Park Road NW
Washington, DC 20010
202-265-4828

St. Albans School
Mount St. Alban
Washington, DC 20016
202-537-6435

St. Ann's Academy
4404 Wisconsin Avenue NW
Washington, DC 20016
202-363-4460

*** St. Anthony Catholic School**
12th and Lawrence Sts. NE
Washington, DC 20017
202-526-4657

*** St. Anselm Abbey**
4501 South Dakota Avenue, N.E.
Washington, DC 20017
202-269-2350

St. Augustine School
1421 V Street NW
Washington, DC 20009
202-667-2608

*** St. Francis Xavier School**
2700 O Street SE
Washington, DC 20020
202-581-2010

*** St. John's College High School**
2607 Military Road, N.W.
Washington, DC 20011
202-363-2316

St. Peter's Interparish School
422 Third Street SE
Washington, DC 20003
202-544-1618

*** St. Thomas More Cathedral**
4265 4th Street SE
Washington, DC 20032
202-561-1189

San Miguel Middle School
1525 Newton Street, N.W.
Washington, DC 20010
202-232-8345

Sheridan School
4400 36th Street NW
Washington, DC 20008
202-362-7900

Sidwell Friends School
3825 Wisconsin Avenue NW
Washington, DC 20016
202-537-8111

Washington International School
Primary Campus
1690 36th Street NW
Washington, DC 20007
202-243-1815

Washington International School
Tregaron Campus
3100 Macomb Street NW
Washington, DC 20008
202-243-1815

Washington Jesuit Academy
900 Varnum Street, N.E.
Washington, DC 20017
202-832-7679

Washington Middle School for Girls
1901 Mississippi Avenue, S.E.
Washington, DC 20020
202-678-1113

***denotes Archdiocese of Washington Schools. Contact and consultation with these schools must go through Dr. Michael G. Caruso, Ph.D., Asst. Superintendent for Secondary Schools and Government Relations, Archdiocese of Washington, 5001 Eastern Avenue, Hyattsville, MD 20781, 301-853-5357.**

ATTACHMENT G – Budget Worksheet and Budget Narrative

Mathematics and Science Partnerships Grant RFA #0320-09/2B

Applicant:________________________________ Federal funding request: $________________

	Federal Funds	Local Funds	Other Sources
A. PERSONNEL	$___________	$___________	$ ___________
B. FRINGE BENEFITS	$___________	$___________	$ ___________
C. TRAVEL (MEETINGS/CONFERENCES)	$___________	$___________	$ ___________
D. PROFESSIONAL DEVELOPMENT	$___________	$___________	$ ___________
E. SUPPLIES/CONSUMABLES	$___________	$___________	$ ___________
F. CONTRACTUAL (INCLUDING EVALUATOR)	$___________	$___________	$ ___________
G. TRAINING STIPENDS	$___________	$___________	$ ___________
H. OTHER (explain)	$___________	$___________	$ ___________
I. INDIRECT COSTS (not to exceed 8%)	$___________	$___________	$ ___________
TOTAL PROJECT COST (A-I)	$___________	$___________	$ ___________

ATTACHMENT G – Budget Worksheet and Budget Narrative

Mathematics and Science Partnerships Grant RFA #0320-09/2B

Example Budget Narrative Items

Your proposal must have a budget narrative explaining each line item of your first year Budget Worksheet. List each of your requested budget items, whether it is federally funded or a local contribution, the purpose, and the math used to estimate it.

Budget Item	***Funding Type***	***Examples of Funding Purposes and Calculations***
Salary	federal	1 project director x $2,500/month x 12 months = $30,000 + 5% fringe benefits = $ 1,500 = $ 31,500
	local	1/3 time receptionist x 360/3 or 120 days x $50/day = $6,000 provided by the local school
Supplies and consumables	local	various office supplies = $750
	federal	computer software = $2,300 (list items)
	local	copy paper – 500 reams x $6/ream = $3,000 provided by the local school
Professional Development	federal	cost of 4 science classes taught by the IHE at 1,200/teacher participant/class x 20 teacher participants = $96,000
Transportation	federal	bus for field trips x $200/day x 4 trips = $800
Travel	federal	1 staff x 1 MSP conference x $1,300/trip = $1,300
Contractual	federal	1 consultant @ $3,000
Equipment	local	2 computers/printers/monitors x $1,200 = $2,400

Note: It is your responsibility to maintain documentation (for 5 years) to support expenditures. Invoices, receipts, contracts, and timesheets will be required documents when submitting interim reports.

ATTACHMENT H - Work Plan

Statement of Need	Objectives (written in measureable terms)	Project Activities (from the Project Design)	Assessment Instrument	Timeframe	Responsible Person/Contractor/Organization		Projected Costs	
					Name/Title(if applicable)	Qualifications (Include resumes and other documentation to support the qualifications listed below in the appendices)	Title II B	Other
Total Projected Work Plan Cost								
Less Total Project Cost from Budget Summary (Attachment G)								
Difference (use the space below for explanation)								

ATTACHMENT I – Application Cover Page

Mathematics and Science Partnerships Grant RFA #0320-09/2B

Have you or any of your partners (LEA, IHE, etc…) received a MSP grant in the past? ☐ **Yes** ☐ **No If yes please give the partner(s)' name, RFA#, and grant year(s).**			
Applicant Institution or Organization:			**Tax ID Number:**
Program Title:		**Project Design:** ☐ **Math Project** ☐ **Middle School** ☐ **Science Project** ☐ **High School**	
Name and Title of Project Director:		**Office Address:**	
Phone Number:	**Fax Number:**	**E-mail Address:**	
First Year Amount of MSP Funds Requested: **$**		**Estimated Number Teachers To Be Served:** **Math** **Middle School** **Science** **High School**	

Certification by Authorized or Institutional Official:

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

Typed or Printed Name of Authorized Official **Title**

Signature of Authorized Official **Date**

ATTACHMENT J – 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

ATTACHMENT K – General Education Provisions Act (GEPA)

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

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.

ATTACHMENT L – Application Checklist RFA#0320-09/2B

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. This checklist is to be inserted behind the Application Receipt Form.

- ☐ **Application Receipt Form.** Two (2) copies of this Application Receipt Form should be included on the outside of the application package. This serves as your receipt for submission.
- ☐ **Application Checklist.**
- ☐ **Application Cover Page.** 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.
- ☐ **Table of Contents.** The applicant must include a Table of Contents with all sections and page numbers clearly identified.
- ☐ **Project Summary (1 page).** 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 (15 page maximum).** This section of the application should contain the program narrative that justifies and describes the program to be implemented. The Narrative must address the following items:
    - Statement of Need – 10 points
    - Project Design and Implementation Plan – 48 points
    - Evaluation, Accountability, and Sustainability Plan – 22 points
    - Management and Personnel Plan – 10 points
    - Budget and Budget Narrative - 10 points
- ☐ **Private School Consultation Statement.** The applicant must attach a Documentation of Private School Participation form if applicable.
- ☐ **Partner Commitment Page.** The applicant must attach a Partner Commitment Page 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.
- ☐ **Work Plan, Detailed Budget, Budget Worksheet and Budget Narrative.** The applicant must include a detailed work plan, budget worksheet and budget narrative for the proposed activities. Use the template provided.
- ☐ **Certifications and Assurances.** The applicant must include the appropriate signatures on all Certifications and Assurances.
- ☐ **Appendices.** Additional required documentation not listed above (i.e… résumés, organization chart, etc..).

The application must be printed on 8 ½ by 11-inch paper, original only on three hole punched paper, double-spaced (including bulleted items), on one side, using 12-point type font with one inch margins. The maximum number of pages for the total narrative section <u>cannot</u> exceed 15 double-spaced pages. Applications that do <u>not</u> conform to the aforementioned formatting requirements will not be forwarded to the review panel.