

**UTAH STATE OFFICE OF
EDUCATION
MATHEMATICS AND SCIENCE
PARTNERSHIP PROGRAM (MSP)**

(No Child Left Behind Act of 2001)
Public Law 107-110
Title II, Part B

**COMPETITIVE
GRANT APPLICATION
for
2013-2014**

**Partnership Applications Due:
Monday, April 1, 2013, 5:00 p.m.**

Copies of this application and support materials are on the Utah State Office of Education Science website at:

Contact: Sarah Young
Science Specialist
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone: (801) 538-7808
sarah.young@schools.utah.gov

Diana Suddreth
STEM Coordinator, Secondary Math Specialist
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone: (801) 538-7794
diana.suddreth@schools.utah.gov

FAST FACTS FOR SUBMITTING A COMPETITIVE GRANT APPLICATION

Mathematics and Science Partnerships Program: Competitive Grant

AWARDS: Grant activities may begin only after receipt of the grant approval notice. This is anticipated to be July 5, 2013. All grant activities for year one must end by September 30, 2014.

DEADLINE: All applications must be delivered to Sarah Young at the Utah State Office of Education by 5:00 p.m. on Monday, April 1, 2013. **Faxed applications will not be accepted.**

REQUIREMENTS: To be considered, the Utah State Office of Education (USOE) must receive an original proposal, four copies, and one electronic copy by the date specified above. **E-mail the electronic copy** to sarah.young@schools.utah.gov.

Listed below are the required components of an acceptable application in the order they should appear. The narrative sections of the proposal must be double-spaced, Arial font and not smaller than 11-point. The narrative is limited to 15 pages. Applications must adhere to the page limitations on the narrative sections. See the guidance in this application packet for complete information. Applications must not include additional material beyond that allowed in the following list:

1. Cover/Assurances Pages
2. Partnership Participants Form
3. Abstract
4. Table of Contents
5. Project Narrative
6. Attachments

DELIVER OR MAIL TO: Utah State Office of Education
Attn: Sarah Young
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone (801) 538 - 7808

QUESTIONS REGARDING THE GRANT PROGRAM/APPLICATION MAY BE DIRECTED TO:

Contact: Sarah Young Science Specialist Utah State Office of Education 250 East 500 South PO Box 144200 Salt Lake City, UT 84114 - 4200 Phone: (801) 538-7808 sarah.young@schools.utah.gov	Diana Suddreth STEM Coordinator, Secondary Math Specialist Utah State Office of Education 250 East 500 South PO Box 144200 Salt Lake City, UT 84114 - 4200 Phone: (801) 538-7794 diana.suddreth@schools.utah.gov
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UTAH MATHEMATICS AND SCIENCE PARTNERSHIPS (MSP) PROGRAM TIMELINE

2013-2014 Competition

April 1, 2013	All applications must be RECEIVED by Monday, April 1, 2013, 5:00 p.m.
April 15 - 19, 2013	Grants reviewed and given preliminary rank by external committee Individually. Documents Provided: <ul style="list-style-type: none"> -Review Instructions -Grant Program Overview For Reviewers -Scoring Guide
April 22, 2013	External committee meets to discuss and finalize rankings.
April 22, 2013 – May 10, 2013	USOE Staff <ul style="list-style-type: none"> • Compile review forms and recommendations • Review applications and budgets for adherence to state and federal requirements • Negotiate budgets with recommended applicants • Finalize recommendations for grant awards
May 13, 2013	Utah State Office of Education will receive & act on Review Committee's recommendations for funding.
July 5, 2013	Newly funded MSP Grant Projects begin
September 30, 2014	Year One of new MSP Grant Projects ends. (End of the Fiscal Year One Activities. All second year funding requests will be based on remaining year one fiscal balance at the end of business on this date.)
October 1, 2014	Year One Annual Report due to USOE for review.
November 1, 2014	Year One Annual Report due to U.S. Department of Education.

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

I. Introduction/Background

The No Child Left Behind Act of 2001 (NCLB) became law in January 2002. Title II, Part B of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The purpose of this program is to increase the academic achievement of students in mathematics and science by encouraging state education agencies, institutions of higher education, local education agencies, elementary schools, and secondary schools to participate in programs that improve instruction and upgrade the status and stature of mathematics and science teaching.

The Utah State Office of Education (USOE) is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program will be awarded by the USOE to support successful proposals submitted by Utah institutes of higher education (IHEs), school districts, or nonprofit organizations (NPOs), that have formed partnerships focused on the improvement of mathematics and science instruction. Partnerships must include, at a minimum, a high-need district and a department of mathematics, engineering, or science in an IHE.

II. Program Description

A. Purpose:

The purpose of the MSP program is to:

- Improve and upgrade the status and stature of science and/or mathematics teaching by encouraging institutions of higher education to assume greater responsibility for improving science and/or mathematics teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising science and/or mathematics teachers.
- Support partnerships that **increase the subject matter knowledge and teaching skills** of K-12 teachers of mathematics and/or science. **Partnerships will bring together teachers with higher education mathematicians, scientists, and/or engineers** to expand teachers' subject matter knowledge of mathematics and/or science teaching.
- Enhance professional development of K-12 teachers of mathematics and/or science as a career-long process. Partnerships will provide opportunities for advanced and ongoing professional development activities that improve K-12 teachers' subject matter knowledge and knowledge of how students learn particular content. Partnerships **will also provide teachers with the opportunity to work with experienced teachers and disciplinary higher education faculty in mathematics, science, and/or engineering.**
- **Provide sustained professional development** that is collaborative and reflective, and supports teachers **through follow-up activities such as classroom mentoring and coaching.**
- Implement rigorous mathematics and science curriculum that is aligned with the Utah Core State Standards for Mathematics and Science.
- Improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

- Support the rigorous evaluation of programs regarding the impact of Utah Title II, Part B, MSP awards on the academic achievement of students of teachers in these programs, and ensure the results are widely accessible through electronic means (website).
- Priority will be given to projects targeted for closing the minority achievement gap; that provide for advanced learners; or have strong evaluation components that can be replicated.

B. Eligible Partners:

1. Partnerships applying for a Mathematics and Science Partnership grant **must** include:
 - a) An engineering, mathematics, or science department of an institution of higher education; **AND**
 - b) A high-need local education agency (LEA).
2. Partnerships may also include:
 - a) Another engineering, mathematics, science, or teacher training department of an institution of higher education.
 - b) Additional local education agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools.
 - c) A business.
 - d) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.
3. Any of the eligible partners is allowed to be the lead institution and submit the application for consideration.

C. Use of Funds:

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

1. Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves subject matter knowledge.
2. The development of programs to support and develop highly qualified teachers.
3. Establishing and operating mathematics and science summer workshops or institutes, including follow-up training, for elementary school and secondary school mathematics and science teachers that shall:
 - a) Directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy.
 - b) Enhance the ability of the teacher to understand and use the state academic content standards for mathematics and science and to select appropriate curricula.
 - c) Provide teachers with experiences that lead them to value and effectively use curricula based on scientific research, aligned with state academic content standards, and are objective-centered, experiment-oriented, and concept- and content-based.
4. Other uses of funds as selected from those listed in Title II, Part B that are substantively supported by the needs assessment, Standards for Mathematical Practice, and the Intended Learning Outcomes for Science in Utah.

A partnership **shall not** use funds for the following activities:

- To supplant funds that would otherwise be used for activities authorized under the MSP program;
- Purchase of material for student use, (one example of classroom material may be purchased for each teacher in the program for training purposes);

- Travel to conferences, (except for the project director to attend the U.S. Department of Education funded MSP Grant Regional Conferences);
- Acquisition of real property or for construction.

Teacher or classroom materials, supplies, and equipment purchased with project funds remain the property of the partner school district(s) unless the fiscal agent is an IHE and a plan is included and approved as a part of the application for their use in future training of math educators.

D. Duration of Grants:

Grants may be awarded for a period of 3 years, subject to: (1) federal appropriations, (2) compliance with program requirements, (3) demonstration of effectiveness, and (4) timely reporting of findings and budgets by partnerships.

Fiscal Year Carry-Over Guidelines:

Each eligible partnership receiving a grant or sub-grant must report annually to the Utah State Office of Education and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan.

Each project will be allowed to carry-over no more than 20% of the total Year One budget beyond the end of the project fiscal year (September 30, 2014 for Year One). All remaining funds beyond the 20% will be returned to the Utah State Office of Education for reallocation. This will be the formula used for Year Two and Year Three as well.

It is expected that all projects will use all of the fiscal funds allotted in Year One before utilizing funds associated with Year Two. Additionally, all Year Two funds will need to be utilized before Year Three funds are accessed.

E. State and Federal Reporting Requirements:

Each eligible partnership receiving a grant must report annually to USOE and the United States Department of Education (US DoE) regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. The Grantee will use the reporting procedures established by the US DoE.

F. Protected Information:

The Government Records Access and Management Act (GRAMA), Utah Code Ann., Subsection 63-2-304, provides in part that:

The following records are protected if properly classified by a government entity:

(1) trade secrets as defined in Section 13-24-2 if the person submitting the trade secret has provided the governmental entity with the information specified in Section 63-2-308 (Business Confidentiality Claims);

(2) Commercial information or non-individual financial information obtained from a person if:

(a) Disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future;

(b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and

(c) the person submitting the information has provided the governmental entity with the information specified in Section 63-2-308;

* * * * *

(6) records the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except that this Subsection (6) does not restrict the right of a person to see bids submitted to or by a governmental entity after bidding has closed;

GRAMA provides that trade secrets, commercial information or non-individual financial information may be protected by submitting a Claim of Business Confidentiality.

To protect information under a Claim of Business Confidentiality, the applicant must:

1. Provide a written Claim of Business Confidentiality *at the time the information (proposal) is provided to the state*, and
2. Include a concise statement of reasons supporting the claim of business confidentiality (Subsection 63-2-308(1)).

A Claim of Business Confidentiality may be appropriate for information such as client lists and non-public financial statements. Pricing and service elements may not be protected. An entire proposal may not be protected under a Claim of Business Confidentiality. The claim of business confidentiality must be submitted with your proposal (see Attachment E).

All materials submitted become the property of the state of Utah. Materials may be evaluated by anyone designated by the state as part of the proposal evaluation committee. Materials submitted may be returned only at the State's option.

All information submitted in an RFP (following the final selection) that is determined by the USOE or a subsequent records appeal not "protected" becomes public information, upon request.

III. Required Components of Application

Listed below are the required components, in the order that they should appear, of an acceptable grant application. The Project Narrative sections (excluding the attachments) of the proposal must be double-spaced, Arial font, and cannot be smaller than 11-point. Applicants must adhere to the page limitations on the Project Narrative sections and may not include additional material beyond that allowed in the following list:

PART I: PROPOSAL INTRODUCTION

- Cover/Assurances Pages
- Partnership Participants Form
- Abstract
- Table of Contents

PART II: NARRATIVE (15 page limit, excluding the Budget Justification)

- Section A: Needs Assessment and Goals
- Section B: Scientifically-Based Research to Support Project
- Section C: Three-Year Work Plan
- Section D: Commitment, Capacity, and Sustainability of Partnership
- Section E: Evaluation of the MSP Project
- Section F: Budget Justification

PART III: ATTACHMENTS

- Attachment A: Budget Form
- Attachment B: References
- Attachment C: Letters of Commitment for Each Partner
- Attachment D: Documentation of Teacher Commitment
- Attachment E: Confidentiality Claim Form

GRANT APPLICATION INSTRUCTIONS, CRITERIA AND SUPPORTING FORMS

(Label and Number each Part and Section.)

PART I: PROPOSAL INTRODUCTION

NO POINTS

Cover/Assurances Pages (See Pages 10-11)

Partnerships Participant Form

List all partners and contact information. (See Page 12)

Abstract

Provide a brief narrative description (500 words or less) of the proposed Mathematics/ Science Partnerships program. This abstract does **not** count toward the 15-page narrative limit.

Table of Contents

Place a table of contents that references the page numbers of all of the required components of the application after the abstract.

PART II: NARRATIVE

100 POINTS

Note:

- **The Narrative Part must have the same headings and numbering as given below.**
- **The Narrative is limited to 15-pages, excluding the Budget Justification pages.**
- **All sources referenced in the Narrative need to have a full citation in the Reference Attachment.**

Section A: Needs Assessment and Goals

15 Pts.

1. **Teacher Needs** - Identify specific gaps or needs in teacher mathematics and/or science knowledge to be addressed by the proposed MSP Project and include the number of teachers in these districts who do not meet the state's definition of a highly qualified teacher, disaggregated by grade level or subject area that they teach. Provide current objective data to establish a baseline. Provide the dates that the data was collected. Actual needs must be identified in the grant application. A plan to do so is not adequate.
2. **Student Needs** - Identify specific gaps or needs in student mathematics and/or science knowledge and achievement to be addressed by the proposed MSP Project. Identify specific achievement gaps between students in historically underrepresented and underserved subgroups as well as additional students addressed by the proposed MSP program. Provide current objective student data to establish a baseline. Provide the dates that student data was collected; for state assessment data provide the year of the assessment. Actual needs must be identified in the grant application. A plan to do so is not adequate. (Teams in need of additional assistance may submit a data request to the Utah State Office of Education to obtain specific data for the purpose of proposal and project design.)

3. **Special Circumstances** - Provide any information that describes unique and special circumstances. Examples include high poverty, large minority population, or large English Learner population.
4. **Goals** - Write goals to address the identified needs in increasing (A) teacher content knowledge and improving (B) student achievement.

Section B: Scientifically-Based Research To Support Project**15 Pts.**

Describe the research base that supports the modeled instructional strategies that provide teachers with methodologies to effectively improve student achievement in mathematics and science. The description must include how project activities are supported by scientifically-based research and how they are expected to strengthen the quality of instruction and improve academic achievement of all students.

Section C: Three-Year Work Plan**30 Pts.**

1. **Activities** - Write a description of the activities to be carried out by the eligible partnership for three years (or length of proposed project if less than three years) and how these activities will address the most pressing professional development needs of the participating LEA(s) or schools, as determined by the needs assessment and specified in the project goals. Additionally, include how these activities will be aligned with challenging state academic content and student academic achievement standards in mathematics and science, and with other educational reform activities that promote student academic achievement and closing achievement gaps in mathematics and science.
2. **Timeline** - Provide a detailed timeline for the activities of at least the first year, with general activities outlined for year two and three.
3. **Roles and Responsibilities** - Define the roles and responsibilities of the partners as they relate to the activities. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:
 - a. A Partner Identification Form for each partner; and
 - b. Letters of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission.
4. **Teacher Recruitment** - Describe the steps that will be taken to ensure that the targeted number of classroom teachers will participate in your project. Include how you will recruit teachers and any incentives or procedures that will be used to insure teacher participation. (**Note: Any changes in participation numbers that exceeds 10% of the approved target must be reported to USOE and may result in budgetary adjustment.**)

Section D: Commitment, Capacity and Sustainability of Partnership**10 Pts.**

1. **Teacher Commitment** - Provide documentation of the commitment letter you will use with teachers who participate in the project. (One way of doing this is to provide a copy of the form that teachers will sign agreeing to participate in the project as long as they are employed by the participating agency and that the agency agrees to provide a

stipend of a specified amount and/or tuition for a specified number of credit hours. The documentation may be referenced and included as an attachment.)

2. **Staff Qualifications** - Describe the experience and training of the project staff as it relates to the project activities. Staff in management or providing training must be identified and their work experience and educational level described.
3. **Resources** - Describe the resources (both material and human) that will be available to support the project. Additionally, detail the creation and design of the website that will be used to publicize the project elements and data.
4. **Sustainability** - Explain how the partnership will function beyond the three-year grant period.

Note: Management Capability: The partnership narrative must clearly demonstrate that the partnership has the capability (staff and resources) for managing the partnership's project, organizing the work, and meeting deadlines. This is critically important for the duration of the grant. If clear evidence of management capability is not demonstrated in the first year, the project will not be funded for the additional years.

Section E: Evaluation Of The MSP Project

20 Pts.

1. **Evaluation Design** - Provide a description that identifies the type of evaluation design(s) that will be used (experimental, quasi-experimental, or other. See Appendix B: Criteria for Classifying Designs of MSP Evaluations.)
2. **Evaluation Procedure** - Describe the evaluation procedure that will be used to measure goals identified in Section A: Needs Assessment and Goals for
 - a. **Teacher knowledge** - improvement in mathematics and science content knowledge of teachers
 - b. **Student Achievement** - improvement in student achievement on State Assessments
 - Provide the starting and ending dates for each evaluation activity.
 - c. **Other Metrics** - Projects are highly encouraged to visit the US Department of Education Website: <http://www.ed-msp.net/index.php/resources> to look at evaluation documents and Annual Performance Reporting (APR) documents and guidelines. These resources are essential for evaluation design.

Section F: Budget Justification

10 Pts.

(The Budget Justification is not counted as part of the 15-page narrative.)

In addition to completing the Budget Form (Attachment A), provide a narrative description of the budget. The narrative clearly describes the proposed expenditures for each of the three years of the proposed project.

- Provide sufficient **details** in the budget to clarify intended expenditures associated with the project budget.
- Provide a justification for each budget category.
- Describe any other non-grant funds that will be used to help support this Project. (This is not required, but helps demonstrate commitment.)

Note:

Indirect cost rate shall not exceed the indirect cost rate for the partner with the lowest indirect cost rate.

The only out-of-state travel allowed is to one of the annual Math/Science Partnership Regional meetings sponsored by the U.S. Department of Education.

PART III: ATTACHMENTS

NO POINTS

Attachment A: Budget Form

Attachment B: References

Attachment C: Letters of Commitment for Each Partner

Attachment D: Documentation of Teacher Commitment

Attachment E: Confidentiality Claim Form

Utah State Office of Education
 250 East 500 South
 P.O. Box 144200
 Salt Lake City, Utah 84114-4200

**Application for 2013-2014
 Mathematics and Science Partnership Grant**

Applying Institution or Organization: _____

Program Title: _____

Program Director

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E-mail: _____

Amount of MSP Funding Requested:	\$	Year One
	\$	Year Two
	\$	Year Three
	\$	TOTAL

Number of Teachers to Be Served Directly (teachers may be counted each year they are involved):		Year One
		Year Two
		Year Three
		TOTAL

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 Grants Officer or Superintendent of Fiscal Agent	Title
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Signature of Authorized Official	Date
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STATEMENT OF ASSURANCES

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

1. Upon request, provide the Utah State Office of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994
3. Use grant funds to supplement and not supplant funds from non-federal 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 underrepresented and underserved groups.
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Utah State Office of Education.
6. The applicant will retain records of the program for five years and will allow access to those records for purposes of review and audit.

PARTNERSHIP PARTICIPANTS FORM

PROJECT TITLE: _____

LEAD AGENCY: _____

Provide a list of all partners and their contact information on this form:
(Use additional pages if necessary.)

1. Partnership Institution/USD: _____

a) Primary Contact Name: _____

b) Title: _____

c) Address: _____

d) Phone: _____ e) Fax: _____

f) E-mail: _____

g) Partner type: _____

(IHE math, science, engineering, or teacher training department; high need LEA; non-high need LEA; public charter school; private school; business; or a profit or nonprofit organization.)

2. Partnership Institution/USD: _____

a) Primary Contact Name: _____

b) Title: _____

c) Address: _____

d) Phone: _____ e) Fax: _____

f) E-mail: _____

g) Partner type: _____

(IHE math, science, engineering, or teacher training department; high need LEA; non-high need LEA; public charter school; private school; business; or a profit or nonprofit organization.)

3. Partnership Institution/USD: _____

a) Primary Contact Name: _____

b) Title: _____

c) Address: _____

d) Phone: _____ e) Fax: _____

f) E-mail: _____

g) Partner type: _____

(IHE math, science, engineering, or teacher training department; high need LEA; non-high need LEA; public charter school; private school; business; or a profit or nonprofit organization.)

NOTE: Required partners include 1) IHE math, science, or engineering department; and 2) high need LEA

Budget

Partnership Funding Request

Part 3: BUDGET				
Applicant:		Project Name:		
Description	Funding Requested – Year One	Funding Requested – Year Two	Funding Requested – Year Three	TOTAL FUNDING REQUEST
A. (100) Salaries				
B. (200) Employee Benefits				
C. (300) Purchased Professional & Technical Services				
D. (400) Purchased Property Service				
E. (500) Other Purchased Service				
F. (580) Travel				
G. (600) Supplies & Materials				
H. (800) Other (Exclude Audit Costs)				
I. TOTAL DIRECT COSTS (Lines A through H)				
J. (800) Other (Audit Costs)				
K. Indirect Cost (I * Approved Indirect Cost Rate)				
L. Property (includes equipment)				
M. TOTAL (Lines I through L)				

* The indirect cost rate shall not exceed the indirect cost rate for the partner with the lowest indirect cost rate.

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications to the grant must be reflected over the three years of the grant and included as part of the annual reporting. For reporting, it must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.

Title II, Part B: Math and Science Partnerships

References

All sources referenced in the Narrative need to have a full citation in the Reference Attachment.

Title II, Part B: Math and Science Partnerships

Letters of Commitment for Each Partner

Letters of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission.

Title II, Part B: Math and Science Partnerships

Documentation of Teacher Commitment

Provide documentation of the commitment of teachers who will participate in the project. (One way of doing this is to provide a form that teachers have or will sign agreeing to participate in the project as long as they are employed by the participating agency and that the agency agrees to provide a stipend of a specified amount and/or tuition for a specified number of credit hours. The documentation may be referenced and included as an attachment.)

Title II, Part B: Math and Science Partnerships
Claim of Business Confidentiality

Pursuant to Utah Code Ann., Subsections 63-2-304(1) and (2), and in accordance with Section 63-2-308, _____ (company name) asserts a claim of business confidentiality to protect the following information submitted as part of a Request for Proposals.

This claim is asserted because this information requires protection as it includes:

trade secrets as defined in Section 13-24-2 ("Trade secret" means information, including a formula, pattern, compilation, program, device, method, technique, or process, that: (a) derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy).

commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future; [and] (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access.

This statement of reasons supporting the claim of business confidentiality applies to the following information in this proposal:

Page	Paragraph	Reason

Please use additional sheets if needed.

You will be notified if a record claimed to be protected herein under Utah Code Ann. § 63-2-304(1) or (2) is classified public or if the governmental entity determines that the record should be released after balancing interests under Utah Code Ann. § 63-2-201(5)(b) or Utah Code Ann. § 63-2-401(6). See Utah Code Ann. § 63-2-308.

Signed: _____

Date: _____

 Printed Name and Title

APPLICATION CHECKLIST

The *Application Checklist* is provided only for the use by the applicant. Do **not** include this page with the submitted application.

Part I: Proposal Introduction

- Cover/Assurances Pages
- Partnerships Participants Form is completed in full.
- Abstract (500 words or less).
- Table of Contents – includes required headings and corresponding page numbers

Part II: Narrative

- Meets 15-page limit**
(Limit does not include the Budget Justification.)
- Section A: Needs Assessment and Goals
- Section B: Scientifically-based Research
- Section C: Work Plan
- Section D: Commitment, Capacity, and Sustainability
- Section E: Evaluation Plan
- Section F: Budget Justification
- Narrative meets all formatting requirements, including the headings and numbering.

Part III: Attachments

- Attachment A: Budget Form
- Attachment B: References
- Attachment C: Letters of Commitment for Each Partner
- Attachment D: Documentation of Teacher Commitment
- Attachment E: Claim of Business Confidentiality

Mail or hand-deliver one original plus four copies of the complete application to:

Utah State Office of Education
Attn: Sarah Young
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200
Phone: (801) 538-7808

E-mail one electronic PDF copy to sarah.young@schools.utah.gov

- ✓ **Mailed or hand-delivered proposals must be received by 5:00 pm on Monday, April 1, 2013.**
- ✓ **Faxed applications will not be accepted.**
- ✓ **E-mail electronic proposal PDF copy to Sarah Young at sarah.young@schools.utah.gov no later than 5:00 p.m. on 5:00 pm on Monday, April 1, 2013.**

PROPOSAL REVIEW CRITERIA

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

An expert review panel will evaluate eligible applications in light of the required application components and the established criteria. The review panel will review each eligible application and make recommendations to the USOE in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria:

- Final score assigned each proposal by the review panel
- A cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program
- Geographic distribution
- An equitable distribution of funding between mathematics- and science-related proposals.

Following the review, eligible project directors will be contacted by USOE staff to discuss any modifications of the project plan that may be required. The USOE will seek to fund those proposals that show the most promise for successful professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

B. Review Criteria

Narrative Section	Points
A: Needs Assessment and Goals	15
B: Scientifically-based Research to Support Project	15
C: Work Plan	30
D: Commitment, Capacity, and Sustainability of Partnership	10
E: Evaluation of the MSP Program	20
F. Budget Justification	10

VI. Award Administration

- A. Notification of the Award: Within thirty days of completion of the review process, the project director and chief financial officer will be notified of the status of their proposal.
- B. Award Conditions: For the 2013-2014 competition, approximately \$300,000 is available for Mathematics and Science Partnership awards. The USOE expects to fund approximately 1 to 3 MSP programs. Applicants should note that funds are contingent on funding appropriated to the Utah State Office of Education from the Department of Education, there is no guarantee to funding prior to July 1, 2013.
- C. Fiscal Year Carry-Over Guidelines: Each eligible partnership receiving a grant or sub-grant must report annually to the Utah State Office of Education and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan.

Each project will be allowed to carry-over no more than 20% of the total Year One budget beyond the end of the project fiscal year (September 30, 2014 for Year One). All remaining funds beyond the 20% will be returned to the Utah State Office of Education for reallocation. This will be the formula used for Year Two and Year Three as well.

It is expected that all projects will use all of the fiscal funds allotted in Year One before utilizing funds associated with Year Two. Additionally, all Year Two funds will need to be utilized before Year Three funds are accessed.

APPENDIX A

Definitions

The following definitions are based on the definitions included in the *No Child Left Behind Act of 2001* and specific Utah requirements.

ARTS AND SCIENCES

When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].

ELIGIBLE PARTNERSHIP

The term 'eligible partnership' means a partnership that—

- shall include
 - a high-need local education agency (LEA); and
 - a mathematics, science (faculty must have a strong math background), and/or engineering department of an institution of higher education; and
- may include—
 - another mathematics, science, engineering, and/or teacher training department of an institution of higher education;
 - additional local education agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
 - a business; or
 - a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

EVIDENCE OF MEANINGFUL PARTNERSHIPS

Partnerships that exhibit characteristics including, but not limited to, the following:

- **Sustainability:** A partnership must demonstrate an ability to maintain the targeted activities during and beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired. It is expected that each partnership will establish and continue institutes by and beyond the end of the grant period.
- **Commitment:** Evidence of active long-term planning and involvement of all partners must be documented.
- **Capacity:** Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.

HIGH-NEED LEA (LOCAL EDUCATION AGENCY)

A "high need LEA" is defined if it meets any of the following:

- Serves no fewer than 10,000 children from families with incomes below the poverty line, or a school district for which 20 percent of the children are from families with incomes below the poverty line; **OR**
- Has a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **OR**
- Has a high percentage of teachers with emergency, provisional, or temporary licensing when compared to other LEA's in the state.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

Professional Development: The term “professional development” means instructional activities that:

- Are based on scientifically-based research and state academic content standards, student academic achievement standards, and assessment;
- Improve and increase teachers knowledge of the academic subjects they teach;
- Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.

SCIENTIFICALLY-BASED RESEARCH

The term “scientifically-based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment and involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

STEM

The abbreviation means Science, Technology, Engineering, and Mathematics.

SUMMER INSTITUTE

The term “summer institute” means a program during the summer, that

- Is conducted for a period of not less than 2 weeks, (with an average of six hours of instruction per day for ten days);
- Includes, as a component, a program that provides **direct interaction** between teachers and **IHE mathematics, science** (faculty must have a strong math background), and/or **engineering** department faculty; and
- Provides for days of follow-up training during the academic year for each teacher in the partnership. If the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

APPENDIX B

Criteria for Classifying Designs of MSP Evaluations¹

- **Experimental study**—the study measures the intervention’s effect by randomly assigning individuals (or other units, such as classrooms or schools) to a group that participated in the intervention, or to a control group that did not; and then compares post-intervention outcomes for the two groups

- **Quasi-experimental study**—the study measures the intervention’s effect by comparing post-intervention outcomes for treatment participants with outcomes for a comparison group (that was not exposed to the intervention), chosen through methods other than random assignment. For example:
 - *Comparison-group study with equating*—a study in which statistical controls and/or matching techniques are used to make the treatment and comparison groups similar in their pre-intervention characteristics

 - *Regression-discontinuity study*—a study in which individuals (or other units, such as classrooms or schools) are assigned to treatment or comparison groups on the basis of a “cutoff” score on a pre-intervention non-dichotomous measure

- **Other**
 - The study uses a design other than a randomized controlled trial, comparison-group study with equating, or regression-discontinuity study, including *pre-post* studies, which measure the intervention’s effect based on the pre-test to post-test differences of a single group, and comparison-group studies without equating, or non-experimental studies that compare outcomes of groups that vary with respect to implementation fidelity or program dosage.

¹ To be used for addressing following MSP GPRA measure: *The percentage of MSP projects that use an experimental or quasi-experimental design for their evaluations that are conducted successfully and that yield scientifically valid results.*