



Wyoming Department of Education

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MEMORANDUM NO. 2007-197

TO: School District Superintendents
Institutions of Higher Education
Educational Organizations

FROM: Carol Illian, Title II, Part B, Program Manager
Federal Programs Unit *C.I.*

DATE: December 14, 2007

SUBJECT: No Child Left Behind, Competitive Sub-grants to Eligible
Partnerships
Math and Science Partnership (MSP) Program

IMPORTANT INFORMATION

The Wyoming Department of Education (WDE) administers the competitive grants process for Math and Science Partnerships under Title II, Part B. Title II, Part B of NCLB authorized the Mathematics and Science Partnerships (MSP) program as an avenue to improve student academic achievement in mathematics and science by improving teacher content knowledge and skills in these curricular areas. Partnerships between high-need school districts and the science, technology, engineering, or mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include public charter schools, public or private elementary or secondary schools, or a consortium of such schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

The Wyoming Department of Education supports NCLB legislation. Furthermore, WDE supports Wyoming school districts' attainment of the goals outlined in NCLB legislation by providing funding and technical assistance.

Through the included request for proposals (RFP), the Wyoming Department of Education solicits partnership applications for funds. The funds will be used to provide high quality professional development opportunities in the core academic subjects of mathematics and science to ensure that teachers

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and highly qualified paraprofessionals have subject matter knowledge in the academic subjects that they teach.

The RFP is available online at <http://www.k12.wy.us>. and as an attachment to this memorandum. The NCLB Act legislation is available at <http://www.ed.gov/nclb/landing.jhtml>.

Wyoming has \$860,934 to be awarded during the review process to be held in February 2008. Proposals are due February 1, 2008. The award time period will be March 1, 2008 to September 30, 2009. Awards are expected to range upward from \$50,000.

Please note that a partnership involving:

- an engineering, mathematics, or science department of an institution of higher education; and
- a high-need school district

is required for funding, but other districts may join a partnership that includes a high-need district, and are strongly encouraged to do so. Further information is provided in the RFP regarding other possible partners, funding guidance, and other requirements of Title II, Part B.

I encourage you to use this opportunity to impact the professional development of the educators in the state of Wyoming to improve the academic achievement of students.

If I can provide further help, please feel free to contact me at the Wyoming Department of Education at (307) 777-8715 or by e-mail at cillia@educ.state.wy.us.

Attachment

CI/ci



MATHEMATICS AND SCIENCE PARTNERSHIP GRANTS

**No Child Left Behind Act of 2001
Title II, Part B
REQUEST FOR PROPOSALS**



Wyoming Department of Education

**Dr. Jim McBride
Wyoming Superintendent of Public Instruction**

Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

PROPOSALS DUE: February 1, 2008

Wyoming Department of Education

No Child Left Behind Act of 2001
Title II, Part B Subgrants to Eligible Partnerships
Math and Science Partnership Program (MSP)

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WYOMING DEPARTMENT OF EDUCATION
MATHEMATICS AND SCIENCE PARTNERSHIP GRANTS

The purpose of the Mathematics and Science Partnership Grants is to provide K-12 educators with quality, focused professional development in Mathematics and Science.

1. Background Information

Title II, Part B of No Child Left Behind (NCLB) authorized the Mathematics and Science Partnerships (MSP) program as an avenue to improve student academic achievement in mathematics and science by improving teacher content knowledge and skills in these curricular areas. Partnerships between high-need school districts and the science, technology, engineering, and/or mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts.

- **The Law** – P.L. 107-110, Sec. 2201 (a) (1-5)
The purpose of this part is to improve the academic achievement of students in the areas of mathematics and science by encouraging State educational agencies (SEAs), institutions of higher education (IHEs), local educational agencies (LEAs), elementary schools, and secondary schools to participate in programs that --
 - Improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
 - Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
 - Bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary and secondary schools;
 - Develop 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 engineering, mathematics, and science; and
 - Improve and expand the training of mathematics and science teachers, including training said teachers in the effective integration of technology into curricula and instruction.

The intent of this legislation is the formation of partnerships among institutions of higher education and school districts, elementary schools, and secondary schools to provide professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers.

2. Scope of the Mathematics and Science Partnership Grants

2.1 Availability and Duration of Funding

- \$860,934 will be available for grant distribution on a competitive basis.
- The minimum award per project is \$50,000.
- Funds will be awarded to selected proposals to begin project activities in March 2008 and to complete by the end of September 2009.
- While funding is for only one year, the partnership proposal should be written with possible multi-year funding in mind (1 to 3 years).

2.2 Participants/Time Commitment/Professional Development

2.2.1 Participants. Each project proposal is expected to serve a minimum of 25 participants. K-12 teachers, administrators, and paraprofessionals may participate in the project. The high need school district (see Appendix A) is expected to provide a significant number of the total participants. Please keep in mind that the reviewers of submitted projects will consider the cost (grant funds) per participant. Proposals should clearly state the expected number of participants.

2.2.2 Time Commitment. Summer activities are expected to be scheduled for 10-15 days and academic-year workshops for 4-10 days, for a total of 14-25 days of professional development. One professional development day is expected to last six (6) hours. The project activities may be in the form of a course taught in a classroom setting and/or job-embedded format, with optional graduate credit awarded. University project staff should provide additional support at participating school sites during the academic year.

2.2.3 Professional Development. “The term ‘professional development’ includes activities that improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enables teachers to become highly qualified; are an integral part of broad school-wide and district-wide educational improvement plans; give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards...” [*NCLB, Title IX, Section 9101(34)*]. Professional development activities may include classes, conferences, workshops, action research, coaching/peer mentoring, focus/study groups, scoring work, mentoring, networking, collaborations, etc.

2.2.4 Summer Workshop or Institute. The “summer workshop or institute” is to be:

- Conducted for a period of time **not less than two weeks**;
- Includes, as a component, a program that provides direct interaction between educator participants and IHE faculty; and

- Provides for **follow-up** classroom training during the academic year that is conducted for a period of **not less than three days**, except that:
 - If the follow-up training is for teachers in rural school districts, the training may be conducted through distance learning.
- Includes intensive, school-based, job-embedded follow-up.

2.3 Number of Projects to be Funded

Projected number of projects to be funded: 4 or more

2.4 Origins of Proposals

Proposals may emanate from **either of the required eligible partners** as described in section 3.1. Innovative proposals targeted at focused grade levels and based on the identified needs of specific schools within a qualified school district (especially low-performing schools) are encouraged.

2.5 General Guidelines

2.5.1 Administration. The administrator/fiscal agent for the project will need to be identified in the application. The administrator/fiscal agent may be any one of the required eligible partners. The named administrator/fiscal agent will be responsible for administering all aspects of the project, including, but not limited to, coordinating all financial details, expending all funds, assuring that all requirements and guidelines are followed, and completing and submitting all required reports.

The administrator/fiscal agent for the project shall keep an “audit trail” beginning with the preparation of the application, and shall include records to support the application (*See Section 76.730 and 76.731 of EDGAR [Education Department General Administrative Regulations—EDGAR is available from the U.S. Department of Education]*). These records must show:

1. the amount of funds under the grant,
2. how the recipient uses the funds,
3. the total cost of the project,
4. the share of the cost provided from other sources (if applicable), and
5. other records to facilitate an effective audit.

The administrator/fiscal agent will retain records of the program for five years, allow access to those records for purposes of review and audit, and ensure that all funds are used by the dates defined in the application.

2.5.2 Availability of College or Continuing Education Credit for

Participants/Permitted Tuition Rate. Proposed projects are expected to provide an opportunity for participating educators (teachers, administrators, and paraprofessionals) to obtain college or university credit. However, credit must be an opportunity and not a requirement. Educators must be able

to attend project activities at no cost and/or for no credit if they so choose. Participants who wish to receive credit are responsible for tuition and fees as described below. **If instructor costs are paid with grant funds, the institution of higher education (IHE) granting the credit may only charge an administrative recording fee to the participants registering for credit.**

- 2.5.3 Credit and Disclaimer.** Statements of credit and disclaimer are required by the U.S. Department of Education (USED) and the Wyoming Department of Education (WDE). Therefore, credit and disclaimer for both USED and WDE must be included in all notices, recruiting brochures, workshops materials, and any other publications produced with support of WDE grants. The two statements below will satisfy this requirement:

This project is funded by a federal grant under No Child Left Behind (NCLB) [P.L. 107-110, Title II, Part B] administered by the Wyoming Department of Education. [If applicable, also name any other federal/non-federal programs granting funds to the project with amounts of money/percentage of project being funded from these sources.]

Opinions and findings expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Wyoming Department of Education, and no official endorsement by either of these agencies should be inferred.

- 2.5.4 Site Visits(s).** During the time period covered by this grant, a site visit from the Wyoming Department of Education (WDE) Title II-B Grant Manager or another representative of the WDE may be expected. It is the responsibility of the administrator/fiscal agent to ensure that the WDE is kept current as to when the activities that are outlined in the grant application are taking place.

3 Partnership Eligibility, Activities and Geographic Distribution

3.1 Partnership Eligibility

The WDE *Mathematics and Science Partnership Grants* will be awarded competitively to eligible partnerships.

An eligible partnership must include:

- 1) an engineering, mathematics, or science department of an institution of higher education (see IHE definition in Section 9, Definitions, and Appendix B); and
- 2) a high-need school district (see Appendix A).

The application may originate from either of the required partners.

In addition to the above required partnerships, additional partners may include:

- 1) another engineering, mathematics, or science department of an institution of higher education;
- 2) additional local education agencies, public charter schools, public or private elementary or secondary schools, or a consortia or such schools;
- 3) the school or college of arts and sciences at an institution of higher education
- 4) a business; or
- 5) a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers. [*NCLB, Title II, Part B, Section 2201(b)(1)(B)*]

An eligible school district may be a partner in two grant applications. WDE will resolve cases of ambiguity regarding eligibility and participation.

3.2 Activities

Funds for the partnership are to be used by the universities, districts, and/or local schools to:

- 1) Plan and provide professional development that:
 - Is designed to first meet the specific needs of the high need district(s) and then other partner districts, if included in the partnership, who have similar needs,
 - Includes intensive, school-based, job-embedded follow-up, and
 - Spans a period beginning March 2008 through September 2009.
- 2) Create opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of those teachers and assists them with becoming highly qualified;
- 3) Promote strong teaching skills for mathematics and science teachers and teacher educators, including integrating reliable scientifically based, research-based, and technology-based teaching methods into curriculum; and

- 4) Establish and operate mathematics and science summer workshops or institutes, including follow-up training, for elementary and secondary school mathematics and science teachers that:
 - Directly relates to the curriculum and academic areas in which the teacher provides instruction, and focuses only secondarily on the pedagogy;
 - Enhances the ability of the teacher to understand and use challenging state academic content standards for mathematics and science.

While content-rich, the proposed projects should model standards-based curricula as well as instructional and assessment practices, in keeping with state standards. The content-rich curriculum should broaden and deepen the subject-matter knowledge of the participants. The leadership skills necessary to provide guidance to teachers in the content area should include knowledge of learning styles/multiple intelligences of both adults and children and knowledge of attitudes that might inhibit change. Projects should equip participants with the skills and abilities to serve all students and to raise the performance of all students. Consideration will be given to projects that are designed to enhance the capacity for long-term sustainable growth and reform in these areas. The projects should help to chart new directions for professional development in the core content area of mathematics and/or science in schools. The project design should also foster school-building teams or school-district teams of teachers, paraprofessionals, and principals who will work together for support-team purposes throughout the year.

The partnership proposal should be written with possible multi-year funding in mind (1 to 3 years), as current research supports the belief that ongoing professional development experiences have a substantial, positive influence on both teachers' classroom practice and student achievement. A number of studies suggest that the duration of professional development is related to the depth of positive teacher change. Research on teacher learning indicates that successful professional development shares several **core features**:

- 1) **Ongoing collaboration of teachers (measured in years) for purposes of planning;**
- 2) **The explicit goal of improving students' achievement of clear learning goals;**
- 3) **Professional development that is anchored by attention to students' thinking, the curriculum, and pedagogy; and**
- 4) **Access to alternative ideas and methods, with opportunities to observe these in action and to reflect on the reasons for their effectiveness.**

Project proposals submitted to WDE should indicate, in the project design, how these core features will be addressed.

3.3 Geographic Distribution

WDE will award grants that are (1) equitably distributed by geographic area within the state; or (2) to eligible partnerships in all geographic areas within the state.

4. Proposal Format and Content Guidelines

4.1 Proposal Format

Proposals should follow the format outlined below; including all **numbered** and **lettered** headings. **All pages should be numbered.** Proposals that do not follow the format and content guidelines described below will NOT be reviewed and/or funded. Required forms are provided in the back of this packet.

- I. **Cover Page** (Section 10, Form 1)
- II. **Project Abstract** (Section 10, Form 2)
- III. **Table of Contents**
- IV. **Proposal Narrative**

The proposal narrative should include the lettered headings in the order given below. The narrative should be double-spaced, in 12-point font on standard 8 1/2 x 11-inch paper with 1-inch margins, and approximately ten pages (no more than fifteen pages) long. References, citations, and the budget pages are not included in the preferred ten-page length. **Include in the narrative each topic listed below.**

4.2 Identification of Partners

Clearly identify the required partners and any additional partners. Also identify the administrator/fiscal agent for the project.

The STEM division of the institution of higher education and the high-need school district(s) must work collaboratively in the development of this proposal; additional partners should also be included in the development work. The high-need school district is to be a significant and sustained partner in the development and implementation of the proposed project and is to provide a significant proportion of the participating teachers.

The proposal should carefully document the involvement of teachers and administrators from the high-need school district partner in the development and expected implementation of the proposed project. A letter of support from a school district is not sufficient to establish the existence of a genuine eligible partnership. (See section G for the description of the collaboration needed for the project.)

4.3 Establishing Data-Driven Needs

Identifying needs is a critical element in implementing best practices and strong research based initiatives. When meaningful data is used to identify needs, a focus is more easily established; goals and objectives are purposeful and reachable.

- Describe the needs of the schools/school districts chosen to participate in this project. How were the needs determined?

- Present and discuss data showing student performance (including state assessment data), out-of-field teachers, limited numbers of qualified teachers, etc.
- Describe how these needs were used to establish the curriculum for the project and the targeted grade levels.
- Describe the sequence of the content to be taught during the project and how the content correlates to Wyoming standards.

Please do not provide an analysis of national needs in mathematics and science; the reviewers are very familiar with this information.

4.4 Project Goals and Measurable Objectives

- Provide a numbered list of the project's objectives for the students of the school district. These objectives should be specific, clearly stated, achievable, and measurable; a total of no more than four to six objectives is desirable.
Note: Measurable student achievement outcomes must be included in your project evaluation plan in order to comply with No Child Left Behind.
- Provide a numbered list of the project's objectives for the participants that are aligned with the student academic desired objectives. These objectives should be specific, clearly stated, achievable, and measurable; a total of no more than four to six objectives is desirable.
- Discuss the competencies to be acquired and shared by participants as a result of what is learned and shared in the project.
- Clearly state the expected number of participants. Projects should be designed for persons who are K-12 teachers of mathematics or science who will be teaching mathematics or science in Wyoming in 2008-2009. Paraprofessionals who assist in mathematics or science instruction may also participate. Principals (includes assistant principals), curriculum directors, instructional facilitators, department heads, and superintendents may be participants as well, and are encouraged to do so. The focus of activities should be mathematics or science and not supervision of teachers, employee relations, etc.

4.5 Description of Activities

- Explain the proposed project activities and indicate how they fulfill the project's objectives. Refer to the objectives by number.
- Describe the subject content and pedagogical skills to be covered.
- Describe the approach or approaches that will be used to teach mathematics or science.
- Provide a tentative activity schedule for the summer, indicating the number of contact hours; also include a tentative schedule for the follow-up meetings

during the academic year. Activities must occur between March 2008 and September 2009.

4.6 **Evaluation Plan**

- Describe how the partnership will evaluate achievement of the project objectives; reference objectives by number. Minimal requirements include:
 - ✓ A description of how the impact of the project on student achievement in mathematics and/or science will be evaluated.
Note: Measurable student achievement outcomes must be included in your project evaluation plan in order to comply with No Child Left Behind.
 - ✓ A description of how the project will evaluate the impact of the professional development provided through the grant on the teachers' knowledge and classroom instruction.
 - ✓ A description of how the project plans to measure teacher acquisition of competencies set forth in the goals and objectives.
- Grantees must use an outside evaluator who is qualified and impartial; a resume and rationale for selection of the evaluator must be included in **Appendix 1**. It is highly recommended that an evaluator be involved in the planning stages of the project. (Although the evaluation will be performed by an outside individual, a description of the assessment strategy is expected in the proposal.)

4.7 **Management Plan**

A well-conceived management plan is critical to the success of a professional development project. Proposals should address the following regarding the management plan:

- Define the management plan. Include timelines, program structure, and the standards-based curricula. Show that the roles and responsibilities of project personnel are clearly delineated and that the key project personnel are well qualified to perform their duties. Additionally, include in **Appendix 2** curricula vitae (no more than 2 pages each) for key project personnel.
- The project design shall reflect recent scientifically based research on mathematics and science content areas and instruction.
- Describe how the appropriate key personnel (both school district and higher education) collaborated in the planning of this professional development project and how they plan to cooperate in the implementation of this project. Consider the following questions/issues in your discussion:
 - 1) How did you determine that the proposed project would meet a need for teachers in the local school district(s)?
 - 2) What role(s) did school administrators and teachers play in planning the proposed project?
 - 3) Discuss and provide evidence of collaboration or partnership in the joint development of the proposal. Indicate the way(s) in which the proposal reflects the joint effort of a mathematics and/or science

department, the high-need district, and all other partners. Please be explicit in describing all joint-effort assertions. Include letters of collaboration/cooperation/support where necessary. Please include this evidence and letters in **Appendix 3**.

Note: Partnerships that include both two-year and four-year institutions are strongly encouraged.

- Describe how the needs of low-performing schools, teachers, and/or students from historically underserved populations will be addressed. Consider the following in making your case:
 - 1) Identify the targeted school(s) or school district(s) and describe the characteristics of the teachers and students at these schools;
 - 2) Describe effective strategies for meeting the needs of teachers and/or students from historically underserved/underrepresented groups; and
 - 3) Discuss how your project design will encourage the interest and achievement of **all** students in **mathematics and/or science**.

4.8 Dissemination

Locally: Explain how information about the project will be shared with other teachers within the participants' schools and/or other schools within the district(s).

Regionally: Explain how project results that are useful to other teachers will be shared on a regional and/or statewide basis. The WDE *Mathematics and Science Partnership Grants* will not support out-of-state travel for dissemination purposes; however, project personnel and others are encouraged to locate other funds to support trips to national meetings for dissemination.

4.9 Budget Narrative/Summary and Accounting Structure

- Provide a budget narrative that itemizes and justifies proposed expenditures for the project. The narrative must provide complete information and must indicate all proposed expenditures. The budget should support the project goals and objectives. Indicate the purpose and destination of any travel.
- Each salaried position must be identified by the position title, the anticipated salary amount, the time contribution, and the partner for whom the individual will work. Provide the actual percentage rate for each category of fringe benefits. For consultants, the per diem or hourly rate must be indicated.
- Only equipment and supplies that are essential in providing the professional development itself are allowable. Equipment must be for use by the participants, not the IHE.
- The cost of the outside evaluator, including any required travel expenses, should be no more than 10% of the grant proposal budget.
- Indirect costs may be charged to the grant only if the district or institution of higher education has a pre-approved rate.

- Costs that appear unreasonable and/or excessive will be thoroughly scrutinized and may jeopardize approval of your grant.

4.10 Appendices

Appendix 1

Resume for the outside evaluator and rationale for selection

Appendix 2

Curricula vitae for key project personnel; document only relevant experiences; resumes should not exceed two pages per person.

Appendix 3

- a) Collaborative Planning Document (Section 10, Form 3a)
- b) Signatures of Participating Teachers, Principals, and Others (Section 10, Form 3b)
- c) Joint-Effort Documentation
- d) Letters of support or collaboration (if applicable)

Appendix 4

Certificate of Assurances (Section 10, Form 6)

Appendix 5

- a) Proposed Budget Narrative/Summary (Section 10, Form 4)
- b) Proposed Accounting Structure (Section 10, Form 5)

Appendix 6

Brief Summary of Past Project Outcomes; this is applicable only if you previously received funds under the Title II–B Mathematics and Science Partnership Grant Program.

5. Proposal Submission

A complete proposal must include:

- Cover Page (Section 10, form 1)
- Abstract (Section 10, form 2)
- Table of Contents
- Narrative (approximately 10-pages)
- Appendices

To be considered for funding, completed proposals must be received at the WDE by 5:00 p.m., Friday, February 1, 2008. Applicants must submit **one** stapled original and **five** stapled copies. On the required original cover page, **original signatures are to be in blue ink.**

Electronic submission is also required. The Mathematics and Science Partnership Office of the U.S. Department of Education requires each state to electronically submit copies of all MSP projects. Submit to cillia@educ.state.wy.us.

Fax transmissions WILL NOT constitute an acceptable application submission. Please do not return this "Request for Proposals." Proposals should be addressed to:

Carol Illian, Title II Program Manager
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

6. **Review of Proposals**

All proposals will be evaluated by a review panel composed of at least three peers and/or stakeholders having expertise in mathematics or science. Proposals will be selected for funding based upon the following criteria:

- 1) final score assigned by the proposal review team (based on the scoring rubric - Section 11);
- 2) project significance and objectives;
- 3) 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;
- 4) all partnerships are equitably distributed by geographical area; and
- 5) funds available.

The Wyoming Department of Education:

- May not fund any or all proposals;
- May reject proposals that do not meet specific specifications and criteria;
- May select review panel as deemed appropriate;
- May partially fund projects or adjust award amounts;
- Will reject proposals received late;
- Will inform eligible partners of this RFP;
- Will use a competitive grants scoring system for the selection process;
- Will provide technical assistance to preparers of proposals if requested;
- Will continue to offer technical assistance to successful applicants throughout the term of the grant; and
- Will announce grant awards within a reasonable time via United States Postal Service.

Requests for clarification of the requirements or for other assistance in preparing and submitting proposals should be directed to Carol Illian at 307-777-8715 or e-mail: cillia@educ.state.wy.us.

7. **Announcement of Awards**

Awards will be announced on or about February 29, 2008.

8. **Project Reporting**

The reporting requirements explained below should be reviewed carefully to determine in advance what information will need to be collected. **All funded projects are expected to submit accurate data and information according to the defined timelines.** Electronic submission to the state office (cillia@educ.state.wy.us) is preferred because those reports must then be submitted to the U.S. Department of Education MSP office electronically.

8.1 **Initial Project Data Report** **Due: September 15, 2008**

The purpose of this report is to report to the state office the project activities of the first six months, the number and demographics of the participants, and progress toward meeting the objectives and annual targets described in the partnership's plan.

8.2 **Activity/Expenditure Reports** **Mid-grant Activity/Expenditure Report** **Due: February 1, 2009**

This is a mid-grant report with an itemized list of activities and expenditures. Expenses need to be listed by the same categories as requested in the budget proposal that is part of the grant application with explanation of expenditures as needed. This report should reflect activities and expenditures to date and any encumbrances.

Final Activity/Expenditure Report **Due: October 15, 2009**

This is a final-grant report on an itemized list of activities and expenditures with an attached breakout. Expenses need to be listed by the same categories as requested in the budget proposal that is part of the grant application with explanation of expenditures as needed. The expenditure report must be signed by both the project administrator/fiscal agent and an official of the partner's business office. This report should reflect the total expenditures for the grant award amount.

8.3 **Math and Science Partnership Program Annual Performance Report** **Due: November 30, 2009**

This is a new web-based report that is currently in its first months of implementation. Included in the report are sections for project information, participants, professional development models, professional development content, program evaluation, Government Performance & Results Act Reporting, lessons learned, and much more.

The new Annual Performance Report is a great step forward for the program. As soon as a project is approved and the appropriate information sent to the Math Science Partnership Office in Washington, the project director is given access to the report. In addition to the opportunity to view the reporting expectations in the initial stages of the project, the project director can also begin entering some of the required information.

9. **Definitions**

Note: For a complete list of all definitions related to this legislation, please refer to the No Child Left Behind Act of 2001, Title IX – General Provisions, Part A – Definitions.

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

Institute of Higher Education – 1998 Amendments to the Higher Education Act of 1965 P.L. 105-244 Title I – General Provisions PART A DEFINITIONS SEC. 101. GENERAL DEFINITION OF INSTITUTION OF HIGHER EDUCATION.

(a) INSTITUTION OF HIGHER EDUCATION- For purposes of this Act, other than title IV, the term `institution of higher education' means an educational institution in any State that--

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Highly Qualified Paraprofessional: A paraprofessional with a post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers or who has minimum of 2 years of experience in a classroom.

Low-Performing School: The term “low-performing school” means an elementary school or secondary school that is identified as needing improvement for failing to make adequate yearly progress in enabling all students to meet academic achievement standards as defined in the state's own plan for two consecutive years.

Major Role: “Major role” is defined as having key responsibilities such as those of a administrator/fiscal agent, co-director, evaluator, consultant, or it may also be defined in terms of the amount of money received in compensation from the grant (i.e., an individual may not receive more than 10% of the total grant request if that individual is participating in more than one grant).

Out-of-Field Teacher: This term defines a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

Paraprofessional: A “paraprofessional” is an individual with instructional duties. Individuals who work solely in non-instructional roles such as food service, cafeteria, playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessional.

Professional development (*NCLB, Title IX, Section 9101*):

- includes activities that-
 - improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - are an integral part of broad school-wide and district-wide educational improvement plans;
 - give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - improve classroom management skills;
 - are high quality, 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; and
 - **are not 1 day or short-term workshops or conferences;**
 - support the recruiting, hiring, and training of highly qualified teachers including teachers who became highly qualified through State and local alternative routes to certification; and
 - advance teacher understanding of effective instructional strategies that are based on scientifically based research (except that this sub-clause shall not apply to activities carried out under Part D of Title II); and
 - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - are aligned with and directly related to State academic content standards, student academic achievement standards and assessments; and
 - the curricula and programs tied to the standards described in sub-clause except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)(effective instructional practices);
 - are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction

and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

- to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are
- effectively used in the classroom to improve teaching and learning in the
- curricula and core academic subjects in which the teachers teach;
- as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- provide instruction in methods of teaching children with special needs;
- include instruction in the use of data and assessments to inform and instruct classroom practice; and
- include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- may include activities that-
- involve the forming of partnerships with institutions of higher education to
- establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.”

Scientifically Based Research: The term “scientifically based research”

- 1) Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- 2) Includes research that:
 - Employs systematic, empirical methods that draw on observation or experiment;
 - Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurement 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 a 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.

Standards-Based Curriculum: This term implies the following:

- Expectations for learning are high for **all** students and developmentally appropriate;
- Standards guide **all** classroom decisions;
- The focus is always on student learning
- Effective instructional practices result in higher levels of achievement for **all** students; and
- Assessment outcomes are used to inform the teacher about the effectiveness of curricular and instructional decisions.

10. Forms

Form 1	Cover Sheet
Form 2	Abstract
Form 3	Collaborative Planning Documents
Form 4	Budget Summary
Form 5	Accounting Structure
Form 6	Assurances

Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

WDE Competitive Grant Application Cover Page
Title II, Part B
Mathematics and Science Partnership Grants
Issue Date: December 11, 2007
Due Date: February 1, 2008

Applicant Agency	Amount Requested \$
Address	School Year
	Phone
Project Administrator/Fiscal Agent	Phone
Title	E-Mail Address
Typed IHE Partner Name and Position	Partner Signature
Typed IHE Partner Name and Position	Partner Signature
Typed LEA Superintendent Name	LEA Superintendent Signature
Project Title	
For WDE Use Only	
LEA #:	Award Amount: \$
Grant Award #:	Date Approved:
Fiscal Year Funds:	Project Begin Date:
CFDA #:	Project End Date:

For WDE Use Only

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment of employment in its educational programs or activities. Inquires concerning Title IV, Title IX, and Section 504 ADA may be referred to the Wyoming Department of Education, Office of Civil Rights Coordinator, Hathaway Building, Second Floor, Cheyenne, WY 82002-0050, (307)-777-5329 or the Office of Civil Rights, U.S. Department of Education, Federal Building, Suite 310, 1244 Spear Boulevard, Denver, CO 80204-3582, (303)-844-5695 or TDD (303)-844-3417. This publication will be provided in an alternative format upon request.

**WYOMING DEPARTMENT OF EDUCATION
No Child Left Behind, Title II, Part B
Mathematics and Science Partnership Grant**

ABSTRACT

(Not to exceed two pages)

Partners:

Project Title:

Project Administrator/Fiscal Agent:

Grade Level Focus (check all that apply): Elementary Middle High School

Days/Hours in the Summer:

Days/Hours in the Academic Year:

Credit Hours (number) to be provided:

Graduate

CEU

none

FUNDING:

Amt. Requested: \$

Other funds (not required):\$

TOTAL: \$

Estimated Participants:

Teachers:

Administrators:

Paraprofessionals:

GENERAL PROGRAM DESCRIPTION:

ANTICIPATED IMPACT OF PROJECT (expected project outcomes):

(NOTE: IF PROPOSAL IS FUNDED, THIS ABSTRACT MAY BE PUBLISHED)

Collaborative Planning Document

The history and nature of the planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of teachers from all school district(s) and higher education partners, and business partners where applicable.

Proposal Title:

Project Administrator/Fiscal Agent:

Lead Institution:

Partnership Members:

Planning Meetings: (Additional meetings may be listed on a separate sheet.)

Date:

Location:

Agenda:

Participants:

Date:

Location:

Agenda:

Participants:

Date:

Location:

Agenda:

Participants:

Date:

Location:

Agenda:

Participants:

Signatures of Participating Teachers, Principals, and Others

Note: *Please duplicate as many pages as needed.*

My signature below confirms that I have been an active participant in the proposal planning meeting(s) listed on **form 3a**:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Printed Name: _____ Signature: _____
School District/Partner: Title: Date:

Wyoming Mathematics and Science Partnership Grant Proposed Budget Summary

Project Name:	
Partners:	
Project Administrator/Fiscal Agent:	
1. PERSONNEL (Director(s), Instructor(s), Peer Teacher(s), Support Staff (List separately with name and title))	
A. Salaries	
1.	2.
3.	
B. Fringe Benefits %	
2. ADDITIONAL PERSONNEL (at different benefit rate)	
A. Salaries	
1.	2.
B. Fringe Benefits %	
TOTAL PERSONNEL COSTS: \$	
3. PARTICIPATION COSTS (Materials, Books, Travel, etc.)	
Materials	
Books	
Travel	Room and Board
Fees	Other
TOTAL PARTICIPANTS COSTS: \$	
4. ADDITIONAL COSTS (List individually and provide detail)	
TOTAL ADDITIONAL COSTS: \$	
5. TOTAL DIRECT COSTS (Sum of Items 1-4) \$	
6. INDIRECT COSTS \$	
7. TOTAL COSTS (Sum of Items 5 and 6) \$	
PROJECT ADMINSTRATOR/FISCAL AGENT: Name and Title (please print)	
_____	_____
Signature	Date
BUISNESS MANAGER: Name and Title (please print)	
_____	_____
Signature	Date

Project Name: _____

**Mathematics and Science Partnership Grants
Title II, Part B**

Award Period March 2008 - September 2009

Total Accounting Structure

Double click the table below to enter data.

Program	Partner Allocation (specific program total)	100 Salaries	200 Benefits	300 Purchased services	400 Supplies & Materials	500 Capital Outlay	600 Indirect Costs (per WDE rate)	Total (sum of columns B through H) (*)	% of Total Project (total for column must be 100%)
<i>Partner Name</i>								\$0.00	#DIV/0!
<i>Partner Name</i>								\$0.00	#DIV/0!
<i>Partner Name</i>								\$0.00	#DIV/0!
<i>Partner Name</i>								\$0.00	#DIV/0!
<i>Partner Name</i>								\$0.00	#DIV/0!
<i>Partner Name</i>								\$0.00	#DIV/0!
Grant Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
*Total of lines 3 through 8(column I) equals the Grant Total from column B.								\$0.00	

Assurances
Assurances Signature Page
Competitive Grants
SINGLE ASSURANCE FORM FOR STATE ADMINISTERED FEDERAL
EDUCATION PROGRAMS

[NOTE: Sign two copies of this form. Submit one with your application, and file one in the central office for review upon request by independent auditors, state and/or federal officials, and constituents of the agency.]

Signing this form will also meet assurance requirements for Title II, Part A, Subpart 3, competitive proposals.

This assurance covers only the programs for which this agency receives federal funds. *In addition, items 19 and 20 of Assurances—Part A in the Assurance Definitions apply only to school districts.* ALL ASSURANCE DEFINITIONS ARE DELINEATED IN THE INSTRUCTION MANUAL AND CONSOLIDATED GRANT APPLICATION FOR ALLOCATED FUNDS, SECTION 8. Additional assurances follow this page for Title IV, Special Education, and Title I Comparability.

Compliance with the included assurances constitutes a condition of continued receipt of federal financial assistance and is binding upon the district, administrative unit, BOCES, or other entity, its successors, transferees and assignees for the duration of the programs.

In the event of failure to comply with these assurances, it is understood that funds can be terminated and the right to receive further assistance can be denied.

Notice to all Sub-recipients of Federal Awards

Notice is hereby given to all sub-recipients of federal awards that a single audit, or program specific audit if appropriate, in accordance with OMB Circular A-133, is required if the sub-recipient expends \$300,000 or more a year total in federal awards. "Total federal awards" includes all federal funds expended by the sub-recipient during its fiscal year, whether received through the Department of Education or other agencies.

In order to identify sub-recipients requiring an audit, your organization may be required to participate in a survey conducted by the Department of Education to gather information pertaining to federal funds expended by the sub-recipient, from sources other than the Department. The survey will be conducted during state fiscal year 2001 and yearly thereafter.

A complete copy of OMB Circular A-133 is available on the website listed below:

<http://www.whitehouse.gov/OMB/circulars/a133/a133.html>

The above constitutes the statutorily required assurances for the receipt of federal funds under the specifically designated programs. In addition, recipients are required to fulfill all statutory, regulatory and program plan requirements inherent in the application and approval process for each program.

As the duly authorized representative of the applicant, I hereby certify that this agency will comply with the required assurances. The agency that I represent has authorized me to file this form, and such is recorded in the minutes of the agency's meeting held on _____, _____.

(Date)

(Year)

Name and Title of Authorized Representative

Signature

Date

11. SCORING RUBRIC

Wyoming Department of Education

Competitive Grants Reader Scoring Sheet
 (Required in the evaluation of all competitive grants submitted to WDE)

Applicant Agency: _____
 Project Title: _____
 Partners: _____

Dates: _____
 Reader #: _____
Total Points: _____
Note:WDE Points: 0 – 91
Title II Priority Points: 0 – 165
Total Points: 0 – 256

COVER PAGE (0—3 pts) X 1 =	3 pts—All items complete on cover page.	2 pts—Some items missing on cover page.	1 pt—Cover page is included and may or may not be complete, but was difficult to find.	0 pts—There is no cover page or the cover page is not filled out.
Comments:				
ASSURANCES (N/A for Districts) (0—1 pt) X 1 =	1 pt—All assurances signed.			0 pts—No assurances signed.
Comments:				
ABSTRACT (0—3 pts) X 1 =	3 pts—Abstract complete, concise, and based on the RFP requirements.	2 pts—Abstract is based on the RFP requirements, but is incomplete and/or lengthy.	1 pt—Abstract not completely based on RFP requirements.	0 pts—Abstract missing.
Comments:				

STATEMENT OF NEED (0—9 pts) X 3 =	3 pts—Statement of Need is clear, concise and based on valid data appropriate to the area of service.	2 pts—Statement of Need is based on valid data appropriate to the area of service, but is not clear and concise.	1 pt—Portions of the Statement of Need may not support the goals and objectives of the proposal.	0 pts—There is no Statement of Need, or the statement is inappropriate to the proposal.
Comments:				
POPULATION (0—6 pts) X 2 =	3 pts—Proposal indicates population to be served and serves the population indicated in RFP.	2 pts—Proposal indicates population to be served, but this population does not exactly match the population described in the RFP.	1 pt—Proposal indicates the population to be served, but this population does not meet any of the requirements specified in the RFP.	0 pts—Population to be served as described in the RFP is not included in proposal.
Comments:				
COMMUNITY INVOLVEMENT COORDINATION (Optional) (0—9 pts) X 3 =	3 pts—Coordination with other education, government, and community agencies/businesses/schools is described in detail.	2 pts—Coordination with other education, government, and community agencies/businesses/schools is included but sketchy.	1 pt—Limited coordination with other education, government, and community agencies/businesses/schools is included.	0 pts—No coordination with other education, government, and community agencies/businesses/schools is described.
Comments:				
PROJECT GOALS (0—15 pts) X 5 =	3 pts—Project goals are described in a clear, organized manner and are appropriate to the project as required in the RFP.	2 pts—Project goals are described and are appropriate to the project, but are not clearly defined as required in the RFP.	1 pt—Project goals are described, but are not appropriate to the project as required in the RFP.	0 pts—Project goals are not included in the proposal.
Comments:				
MEASURABLE OBJECTIVES (0—15 pts) X 5 =	3 pts—All objectives are measurable and described in a clear, organized manner. Each relates to the project goals and fulfills requirements in the RFP.	2 pts—Some objectives are measurable, not all. All or most relate to the project goals and fulfill requirements in the RFP.	1 pt—Objectives described are not measurable. They may or may not relate to the project goals and RFP requirements.	0 pts—Measurable objectives are not included in the proposal.
Comments:				

ACTIVITIES (0—15 pts) X 5 =	3 pts—The activities described are instrumental in reaching the planned objectives as they relate to the project goals required in the RFP.	2 pts—Some, not all, of the activities described are instrumental in reaching the planned objectives as they relate to the project goals required in the RFP.	1 pt—The activities described do not relate to the planned objectives.	0 pts—There are no activities described.
Comments:				
TIMELINES (0—3 pts) X 1 =	3 pts—There is a realistic timeline for reaching all goals and objectives within the grant period.	2 pts—There is a realistic timeline for reaching most, not all, goals and objectives.	1 pt—Timeline appears unrealistic.	0 pts—There is no timeline for reaching goals and objectives.
Comments:				
EVALUATION (0—6 pts) X 2 =	3 pts—Effective evaluation is planned for each objective.	2 pts—Effective evaluation is planned for some objectives, not all.	1 pt—Evaluation is planned for some or all objectives, but does not seem effective.	0 pts—There is no evaluation planned for any of the objectives.
Comments:				
DISSEMINATING RESULTS (0—6 pts) X 2 =	3 pts—There is a clear, effective method described for sharing the results of the project with educators in participant schools as well as the region and state.	2 pts—There are clear plans to share results of the project, but the method described does not include all educators that could be affected.	1 pt—There are plans to share results of the project, but the methods appear ineffective.	0 pts—There is no method described for disseminating results of the project.
Comments:				
BUDGET NARRATIVE/ SUMMARY (0—3 pts) X 1 =	3 pts—The budget narrative/summary is allowable by law, supports the project goals and objectives, and matches the accounting structure.	2 pts—The budget narrative/summary is allowable by law and supports the project goals and objectives, but there are errors.	1 pt—Some, not all, of the budget narrative/summary supports the project goals and objectives.	0 pts—The budget narrative/summary is missing the project goals and objectives.
Comments:				
BUDGET ACCOUNTING STRUCTURE (0—3 pts) X 1 =	3 pts—The budget accounting structure is included, complete, accurate and matches the budget narrative.	2 pts—The budget accounting structure is included, but there are errors.	1 pt—The budget accounting structure is incomplete.	0 pts—The budget accounting structure is missing.
Comments:				

JOB DESCRIPTIONS/ CURRICULA VITAE (0—3 pts) X 1 =	3 pts—There are job descriptions and curricula vitae for budgeted staff. Both support project goals and objectives.	2 pts—Job descriptions and/or curricula vitae were not complete or do not relate to the project goals and objectives.	1 pt—Only curricula vitae were included.	0 pts—There are no job descriptions or curricula vitae for budgeted staff.
Comments:				

WDE Competitive Grant Basic Point Requirements: 0 – 100 points.

Additional comments, if needed:

NOTE: Title II, Part B, specific requirements rubric continues on next page.

WYOMING MATHEMATICS AND SCIENCE PARTNERSHIP GRANTS

Competitive Grants Scoring Sheet Program Specific Points

REQUIRED PARTNERSHIP (0-15 pts) X 5 =	3 pts—Project clearly identifies required partners.			0 pts—Project does not clearly identify required partners.
Comments:				
ESTABLISHMENT OF DATA-DRIVEN NEEDS (0-18 pts) X 6 =	3 pts— <u>Exceeds</u> expectations of describing needs and how these needs were used to determine project goals and measurable objectives.	2 pts— <u>Meets</u> expectations of describing needs and how these needs were used to determine project goals and measurable objectives.	1 pt— <u>Limited</u> or unclear description of needs and how these needs were used to determine project goals and measurable objectives.	0 pts—No establishment of data-driven needs evident.
Comments:				
TARGET OF PROJECT (0-21 pts) X 7 =	3 pts—The target of the project is clearly aligned with project goals.	2 pts—The target of the project is mostly aligned with project goals.	1 pt—The target of the project is somewhat aligned with project goals.	0 pts—No clear target of the project.
Comments:				

<p>PROJECT GOALS AND MEASURABLE OBJECTIVES (0—21 pts)</p> <p>X 7 =</p>	<p>3 pts—The proposal meets <u>all</u> of the following priority criteria:</p> <ul style="list-style-type: none"> • Specific, clearly stated, achievable and measurable goals are written in student-centered terms. • Specific, clearly stated, achievable and measurable goals are stated for the participants. These goals are aligned with the student academic goals. • Clear objectives (competencies) for the participants. • Clear statement of the expected number of participants and their position. 	<p>2 pts—The proposal is unclear in 1 of the areas bulleted in the 3 pt. column.</p>	<p>1 pt—The proposal is unclear in 2 of the areas bulleted in the 3 pt. column.</p>	<p>0 pts—The proposal is unclear as to the project goals and measurable objectives.</p>
<p>Comments:</p>				
<p>LEA COLLABORATION (0—18 pts)</p> <p>X 6 =</p>	<p>3 pts—Description of required collaboration by both school district(s) and higher education <u>exceeds</u> the expectations of the RFP.</p>	<p>2 pts— Description of required collaboration by both school district(s) and higher education <u>meets</u> the expectations of the RFP.</p>	<p>1 pt— Unclear description of required collaboration.</p>	<p>0 pts— No description of required collaboration.</p>
<p>Comments:</p>				

DESCRIPTION OF ACTIVITIES (0—18 pts) X 6 =	3 pts—The proposal <u>meets all</u> of the following activity description requirements: <ul style="list-style-type: none"> • Explanation of activities refers to objectives by number. • Subject content and pedagogical skills are described. • Teaching strategies are described. • Tentative summer schedule, with contact hours, is provided. • Tentative follow-up schedule is provided. 	2 pts— The proposal is unclear in 1 of the areas bulleted in the 3 pt. column.	1 pt— The proposal is unclear in 2 of the areas bulleted in the 3 pt. column.	0 pts— The proposal is unclear in 3 or more of the areas bulleted in the 3 pt. column.
Comments:				
WDE CONTENT STANDARDS (0—18 pts) X 6 =	3 pts— <u>Exceeds</u> expectations of aligning project with WDE state content standards and challenging student performance standards.	2 pts— <u>Meets</u> expectations of aligning project with WDE state content standards and challenging student performance standards.	1 pt— <u>Limited</u> or unclear alignment of project with WDE state content standards and challenging student performance standards.	0 pts— <u>No</u> alignment.
Comments:				
PROFESSIONAL DEVELOPMENT STANDARDS (0—21 pts) X 7 =	3 pts— <u>Exceeds</u> expectations of high quality professional development.	2 pts— <u>Meets</u> expectations of high quality professional development.	1 pt— <u>Some</u> application of generally accepted professional development activities but not up to expectations.	0 pts— <u>Little</u> or no application of high quality professional development.
Comments:				
JOB EMBEDDEDNESS (0—15 pts) X 5 =	3 pts— <u>Exceeds</u> expectations to embed the learning in the daily jobs of educators.	2 pts— <u>Meets</u> expectations to embed the learning in the daily jobs of educators.	1 pt— <u>Some</u> follow-up exists to embed the learning in the daily jobs of educators.	0 pts—Follow-up to embed the learning in daily jobs of educators is <u>weak or absent</u> .
Comments:				

Title II-B Math and Science Partnership Competitive Grant Priority points: (0 - 165 points)

**WYOMING MATHEMATICS AND SCIENCE
PARTNERSHIP GRANTS**

READER'S SUMMARY SHEET

Project Name:

Partners:

Total Points this reader gave this proposal:

This reader recommends:

Approval, no additional information is needed.

Conditional, the minor/major issues below need additional explanation:

Disapproval, I recommend that the proposal not be funded because: (Explain below)

Reader's Signature: _____ Date:

Recommended amount of funding: \$

APPENDIX A

WYOMING HIGH-NEED SCHOOL DISTRICTS

Wyoming defines a high need school district as:

- 1) One in which 40% or more of the children served by the district qualify for free or reduced lunch per the October 1, 2006 District Snapshot data reported online at http://www.k12.wy.us/statistics/stat2/2006_enrollment_with_free_reduced.pdf

OR

- 2) A **district** that did not make Adequate Yearly Progress (AYP) in mathematics in 2007, or the district has **one or more schools** that did not make AYP in mathematics for **any or all of the subgroups**. To access individual district reports, go to www.k12.wy.us, click on “Data Collection and Education Statistics,” click on “Every Student Counts – State Report Card,” and then the district on which you desire AYP information.

Extended Qualifier:

Three projects funded last year based on the above high need qualifiers do not meet either qualifier this year. Those three projects, if originally designed with up to a three year project in mind, may present a proposal in order to continue and complete their project(s). All project proposals must include all components described in this “Request for Proposal,” and should not expect preference because of their current active project status.

The following districts met one or both of the above criteria and qualify as a high-need school district, or qualify based on the extended qualifier, for the purposes of application for the Math Science Partnership Grant:

Big Horn CSD #1	Laramie CSD #1
Big Horn CSD #2	Natrona CSD #1
Big Horn CSD #3	Park CSD #16
Big Horn CSD #4	Platte CSD #2
Campbell CSD #1	Sheridan CSD #3
Carbon CSD #2	Sweetwater CSD #1
Fremont CSD #14	Sweetwater CSD #2
Fremont CSD #21	Teton CSD #1
Fremont CSD #38	Uinta CSD #1
Goshen CSD #1	Washakie CSD #2

APPENDIX B

Assurances, Definitions

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance
2. Per Title VI of the Civil Rights Act of 1964, it will administer a home language survey to parents upon enrollment of each student, and will ensure that every student enrolled in the district has completed the survey.
3. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance.
4. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681-1683, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
7. All contractors, subcontractors, sub grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
8. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-federal funds and maintenance of effort.
9. The control of funds under each program and title to property acquired with program funds will be in a public agency, and the public agency will administer those funds and property to the extent required by the authorizing statutes.
10. The applicant will adopt and use proper methods of administering each program, including a) the enforcement of any obligations imposed by law on agencies, institutions,

- organizations, and other recipients responsible for carrying out each program; and b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
11. It will cooperate in carrying out any evaluation of each program conducted by or for the Wyoming Department of Education, the United States Secretary of Education or other Federal officials.
 12. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
 13. It will retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
 14. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and its regulations (34 C.F.R. Part 99).
 15. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
 16. It will establish methods and procedures for payment which minimize the time elapsing between the transfer (receipt) of funds and disbursement by the sub grantee, in accordance with Treasury regulations at 31 CFR Part 205 (30 CFR Part 80.21).
 17. It shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
 18. To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses, and attorneys' fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
 19. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of WDE or the U.S. Department of Education.
 20. It has a policy in effect requiring:
 - A. The expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to a school under its jurisdiction except such policy may allow its chief administering officer to modify such expulsion requirement on a case-by-case basis.
 - B. A record to be created which describes the circumstances surrounding any expulsions imposed under the policy required by subsection (A) including:
 - i. The name of the school concerned;
 - ii. The number of students expelled from such school; and
 - iii. The types of weapons concerned.
 - C. Referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.
 21. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary

education, library services, health care or day care or early childhood development services to children.

22. It 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 recipient'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:
 - i. The dangers of drug abuse in the workplace;
 - ii. The recipient's policy of maintaining a drug-free workplace;
 - iii. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv. 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 A. above;
 - D. Notifying the employee in the statement required by paragraph A. above that, as a condition of employment under the grant, the employee will:
 - i. Abide by the terms of the statement; and
 - ii. Notify the employer in writing of his or her conviction for 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) above from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Rm. 3124, GSA Regional Office Building #3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
 - 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:
 - i. 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
 - ii. 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.
23. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.
24. It will provide reasonable opportunities for the participation and public comment by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program, and will consider such comments.
25. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.

26. In the case of any project involving construction:
- A. The project is not inconsistent with overall state plans for the construction of school facilities, and
 - B. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12201) in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by disabled individuals.
27. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. [SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g; 20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.]
28. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:
- A. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency;
 - B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph B of this certification; and
 - D. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
29. If the certification in Assurance 27 is not true for any particular application for funds, an explanation shall be attached to the particular application in question. [SOURCES: Executive Order 12549, 34 C.F.R. Part 85]

Definitions:

Lower Tier Participant - Any organization (such as a school district or university) or person receiving a grant or contract under an application for funds. This also includes subsequent subgrants and subcontracts.

Covered Transaction - The act of applying for federal funds or submitting a proposal for federal funds.

Lower Tier Transaction - The making of a (1) sub grant to another entity or person or (2) procurement contract by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals - An administration head, key project/grant management person, officer or director within the Lower Tier Participant's organization or a sub organization contracted with (i.e., superintendent and key person in the school district who will exert control or management influence over this project. At a university, it would be the president and principal investigator.)

High-Need School District - Such a school district serves no fewer than 10,000 children from families with incomes below the poverty line **or has no less than 20 percent of the children served by the district from families with incomes below the poverty line**, and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Institute of Higher Education – 1998 Amendments to the Higher Education Act of 1965 P.L. 105-244 Title I – General Provisions PART A DEFINITIONS SEC. 101. GENERAL DEFINITION OF INSTITUTION OF HIGHER EDUCATION.

(a) INSTITUTION OF HIGHER EDUCATION- For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that--

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Assurances – Part B - Applicable to All Recipients of Federal Grants or Contracts over \$100,000

In addition to any other applicable assurances, the following assurances apply to any sub grant or subcontractor cooperative agreement worth over \$100,000 in federal funds:

The recipient hereby assures that:

30. No federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the 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.
31. 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 a federal grant or cooperative agreement, the recipient shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions along with the sub grant application, contract or cooperative agreement to which the disclosure applies.
32. The recipient 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. [SOURCES: Section 1352, Title 31 of the U.S. Code, 34 CFR Part 82]

Proposal Issue Date: December 11, 2007
Proposal Due Date: February 1, 2008
Proposal Award Notification Date: February 29, 2008
Proposal Contact: Carol Illian (307)-777-8715
E-mail: cillia@educ.state.wy.us

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.