



COLORADO
Department of Education

Colorado's Mathematics and Science Partnership Program

Pursuant to: No Child Left Behind Act of 2001, Public Law 107-110, Title II, Part B

Wednesday, September 28, 2016

Introduction

- Title II, Part B of the No Child Left Behind Act of 2001 (NCLB) authorizes a Mathematics and Science Partnerships (MSP) program.
- MSP seeks to promote intensive, high-quality professional learning activities that focus on increasing teachers' math/science content knowledge and/or improving pedagogy by encouraging collaborations between states, Institutions of Higher Education (IHEs), local education agencies (LEAs), and elementary and secondary schools.
- The long-term goal of the program is to improve the performance of students in the areas of mathematics and science. Individual states are responsible for conducting a competitive grant program that makes awards to partnerships that are most likely to succeed in developing and sustaining long-term effects.



Eligible Applicants

- **Colorado's 2016-2017 Priority: Recruitment and retention of qualified math and science teachers in high needs schools.**
 - The 2016-17 MSP program will focus on the effective recruitment and retention of qualified math and science teachers in high needs schools. Priority will be given to applicants who will be recruiting and supporting qualified math and science teachers in schools that have demonstrated a historical difficulty filling these positions. Partnerships applying for a Mathematics and Science Partnership grant must include:
 - A high-need LEA (see Appendix A on page 24); **AND**
 - Science, technology, engineering, or mathematics (STEM) department of an institution of higher education; **AND**
 - A CDE approved educator preparation program or designated agency for alternative teacher preparation (if the applicant will be recruiting candidates who are not already fully licensed and endorsed in their field).

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Eligible Applicants (cont.)

- **Partners may also include the following:**
 - Additional STEM and/or education department(s) (including special education faculty) of the same or another institution of higher education; or
 - Additional high-need LEA's, high-need public or private elementary or secondary schools (including charter schools), or a consortium of such schools; or
 - Businesses, and nonprofit or for-profit organizations concerned with mathematics and science education

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Eligible Applicants (cont.)

- **For the purposes of the FY2016-17 Colorado MSP program, CDE defines a high-need LEA as one that meets the following conditions:**
 - Any district that has:
 - At least one school with the 3-year 2014 SPF rating of "Does Not Meet" or "Approaching" on the Math Academic Achievement Indicator OR the Math Academic Growth Indicator at any level (elementary, middle or high) - See Appendix A.
 - OR
 - At least one school with the 3-year 2014 SPF rating of "Does Not Meet" or "Approaching" on the Science Academic Achievement Indicator – See Appendix A.

Note: 3 Year SPF data was used to determine eligibility.

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Eligible Applicants (cont.)

- **Partnerships must include faculty from the STEM departments in institutions of higher education and a high-need LEA. Priority will be given to partnerships that include three schools that meet at least two of the following criteria (denoted on the eligibility list as priority):**
 - a 3-year 2014 School Performance Framework (SPF) rating of "Does Not Meet" or "Approaching" on the Math Academic Achievement Indicator
 - a 3-year 2014 SPF rating of "Does Not Meet" or "Approaching" on the Math Academic Growth Indicator
 - a 3-year 2014 SPF rating of "Does Not Meet" or "Approaching" on the Science Academic Achievement Indicator
- **Multiple districts may collaborate to serve the minimum number of schools. The lead partner and fiscal agent must be a high need LEA.**
- **All partners must take an active part in the MSP program. Partners must meet to plan and discuss the progress of the project a minimum of three times a year for the duration of the grant.**

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Eligible Applicants (cont.)

- Grantees must adhere to regulations 76.652 and 76.656 of the USDE's General Administration requirements (EDGAR) and Section 9501 of ESEA as reauthorized by No Child Left Behind. These regulations state that meaningful consultation must occur between the LEA and any private schools within the LEA's attendance area to invite teachers from the private school to participate in the MSP program. This consultation must occur prior to submitting a grant proposal. The purpose of this regulation is to ensure that teachers of all students (public and private) are able to benefit from the provision of federal funding.

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Eligible Applicants (cont.)

- BOCES are not considered an LEA for Title II, Part B funds and therefore cannot be the fiscal agent for this competitive application. However, the LEA identified as fiscal agent for this grant may assign fiscal responsibilities to a BOCES as defined in P.L. 107-110, Sec. 2403 (2) within the eligible partnership. If the LEA would like to assign a BOCES with the fiscal responsibilities to administer the grant on its behalf, funds can be signed over to the BOCES with completion of the District Assignment of Federal Competitive Grant Funds and Assurances form on page 14.

Note: All districts to be served through this grant must provide contact information and signatures on page 11 and, if applicable, initials of agreement on the District Assignment of Federal Grant Funds and Assurances form on page 14.

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Available Funds

- The Colorado Department of Education (CDE) will award up to five new MSP partnerships for Fiscal Year FY2016-17.
- The awards, contingent on the availability of funds from the U.S. Department of Education (USDE), will range from a minimum of \$200,000 to a maximum of \$400,000.
- Unlike prior MSP Partnerships funded by CDE, this RFP seeks applications for eighteen month projects. The program will no longer receive federal funding after the 2016-17 school year.
- The lead partner LEA must be the fiscal agent and all funds must be expended by June 30, 2018.

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Allowable Use of Funds

- **An eligible partnership shall use funds for one or more of the following activities in elementary, middle, and/or high schools:**
 - Recruitment of teacher candidates who have demonstrated subject matter competency in math or science but may not have completed a teacher preparation program (requires participation of a partner who is a CDE approved educator preparation program or designated agency for alternative teacher preparation)
 - Providing support and assistance to licensed teachers to obtain a secondary mathematics or science endorsement
 - Upgrading induction programs for math and/or science teachers
 - Providing specialized training and support for experienced teachers to serve as mentors to novice math and/or science teachers
 - Innovative strategies for retaining effective math and/or science teachers
- **Grantees may use up to 10% of awarded funds for direct administration of the grant.**
- **Any equipment purchases must be reasonable and necessary to support the allowable activities described above. Funds must be expended by June 30, 2018.**

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Duration of Grant and Timeline

- Grants will be awarded on a competitive basis for an 18 month period, which will begin January 1, 2017 and end on June 30, 2018. This funding is dependent upon accurately completing reporting requirements by the established deadlines.

September 28, 2016	Application Training Webinar
October 5, 2016	LEAs interested in applying submit a letter of intent
November 14, 2016	Applications due to CDE
December 2, 2016	Review of Applications
December 16, 2016	Applicants will be notified of final award status.
December 2016	LEAs receiving grants will work with CDE to finalize grant activities, budget, and an implementation timeline.

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Reporting and Monitoring

- The lead partner for the grant will be responsible for meeting all reporting requirements. If more than one district is applying for this grant, it is advisable to enter into a data sharing agreement in order for the lead partner to be able to collect the necessary data from partnering districts to meet reporting requirements.
- Annual Reporting to the USDE**
 - Each partnership receiving a grant must report annually to the U.S. Department of Education (USDE), through an online reporting system through a secured website, regarding the progress made towards meeting the objectives and annual targets described in the partnership's plan. Only aggregated data is reported.
 - This report must be submitted in the fall of 2017 and possibly in the fall of 2018 pending USDE's decision regarding use of the system in the final year of the grant.
 - CDE will provide training on this reporting requirement each.

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Reporting and Monitoring (cont.)

■ End of Grant Reporting to CDE

- A requirement of MSP is that each partnership plan and conduct an evaluation of the impact of the program. A summary report of the evaluation findings must be submitted that captures the impact of the program on the identified needs of the participants. Sufficient funds should be allocated to conduct the evaluation. Once a partnership has been funded, partners may need to further develop an evaluation plan.
- At a minimum, the evaluation report must include responses to the following questions; however, sites are encouraged to design and address additional evaluation questions that are of greatest relevance to the project. The evaluation report must be submitted to the CDE by July 30, 2018.
 - What was the reach of the program (who were the targeted recipients of grant activities and how many of them actually participated in grant-funded activities)?
 - What were the goals and objectives of each grant-funded activity?
 - Were grant-funded activities implemented as planned? What were successes and/or challenges in implementation?
 - What were the targeted outcomes for each activity? Were targeted outcomes achieved? If so, to what is success attributed? If not, what prevented the outcomes from being achieved?

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Reporting and Monitoring (cont.)

- CDE will provide templates and training to support grantees in designing and conducting an evaluation and reporting findings at the end of the grant.
- A template for tracking the list of participating and comparison teachers, the pre- and post-test results for all participating teachers (including control group teachers), the pre- and post-test assessment used, and the scoring rubric for the assessment has been attached as Appendix B. The evaluation will require partner districts to use student assessment results for all participating teachers (including control or comparison group teachers). A local evaluation report template is also attached as Appendix C for submitting the final report.
- Within one year after the end of the grant, CDE will publish a brief report synthesizing the evaluation findings across MSP projects, including success, challenges, and lessons learned across the state.

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Review Process and Timeline

- Applications will be reviewed by CDE staff to ensure they contain all required components.
- This funding opportunity is a competitive process – applicants must score at least 90 points out of the 116 possible points to be approved for funding. Applications that score below 90 points may be asked to submit revisions that would bring the application up to a fundable level.
- There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final.
- Applicants will be notified of final award status no later than December 16, 2016.

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Technical Assistance

- If interested in applying for this funding opportunity, please submit the Letter of Intent (see Appendix D of the RFP) by **Wednesday, October 5, 2016, by 11:59 pm**, via SurveyMonkey at: https://www.surveymonkey.com/r/msp2016_loi.
- During each grant year, CDE provides training and technical support on the reporting requirements, including submitting data to the USDE's Annual Performance Report secured website and an evaluation report to CDE via Syncplicity.

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Submission Process

- One electronic copy of the application and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us by Monday, November 14, 2016 at 11:59 p.m. The electronic version should include all required elements of the application as one document. Please attach the electronic budget workbook as a separate document to the email. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.
- Application materials and budget are available for download on the CDE website at: www.cde.state.co.us/fedprograms/tii/b.

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Required Elements

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Application Format

- The total narrative (Sections A-F) of the application cannot exceed 20 pages. Please see below for the required elements of the application. Note: Applications that exceed 20 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible site, will not be accepted. Responses from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s).



Application Format (cont.)

- **The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Section II (pages 17-20 of the RFP).**
 - Section I: Proposal Introduction
 - Section II: Narrative
 - Part A: Executive Summary
 - Part B: Needs Assessment
 - Part C: Literature Review
 - Part D: Work Plan
 - Part E: Commitment and Capacity of Partnership
 - Part F: Budget Narrative and Electronic Budget Form
The budget form and instructions are available on an Excel spreadsheet on the MSP website at www.cde.state.co.us/FedPrograms/tii/b. The budget must be downloaded and submitted as a separate document. Email the budget form to CompetitiveGrants@cde.state.co.us.
 - Section III: Attachments
 - Letters of commitment from each of the partners
 - Vitae of key personnel, including evaluator(s) (Maximum 2 pages each)

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Section A: Executive Summary

Section A: Executive Summary	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) Provide a brief description of the proposed MSP project. The executive summary must be no more than 500 words and convey the following criteria in a clear and concise manner: <ul style="list-style-type: none"> • The need for an MSP project • Types of activities planned • Major goals of the project 	0	3	5
Reviewer Comments:			
TOTAL POINTS			/5



Section B: Needs Assessment

Section B: Needs Assessment	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) Provide a description of the need for a MSP partnership. The description should include applicable gaps in recruitment, development, and retention of qualified and effective teachers in the identified subject area(s).	0	5	10
2) Identify the specific schools that will be served under this program and why they were chosen. If any of the participating schools have received a Diagnostic Review since September 2012, provide a summary of the report for each school.	0	1	3
3) Describe the process for identifying and recruiting participating teachers including: <ul style="list-style-type: none"> • How were teacher needs identified? • The target number of teachers. • How teachers will be prioritized • Will participation be voluntary or required? • If participation is voluntary, what incentives will be provided for teachers to participate? 	0	4	8
4) Describe current structures for supporting new teachers, including any supports specific to math and/or science teachers, and how these structures will be improved by the MSP project.	0	3	6
5) Identify specific gaps or weaknesses in student math and/or science achievement to be addressed by the proposed MSP program using relevant data. Be sure to: <ul style="list-style-type: none"> • Identify the data used to identify these gaps; and • Include data for all participating schools (attach if necessary). 	0	5	10
Reviewer Comments:			
TOTAL POINTS			/37



Section C: Literature Review

Section C: Literature Review	Not Addressed or Met No Criteria <small>(Information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) Provide a description of how project activities are supported by research and how they are expected to strengthen the quality of instruction and improve academic achievement of all students. Provide scientifically-based research for all components of the proposal as appropriate.	0	3	5
2) Provide a description of how the proposal builds on prior work of any members of the proposed partnership. Indicate lessons learned and how these lessons are incorporated into this program.	0	3	5
Reviewer Comments:			
TOTAL POINTS			/10

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Section D: Work Plan

Section D: Work Plan	Not Addressed or Met No Criteria <small>(Information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>												
1) Provide an overview of the planned project model for the MSP project. For any schools that received a Diagnostic Review since September 2012, include how the plan addresses areas of need identified from that process.	0	3	5												
2) Provide a detailed description of the applicable recruitment, induction, support, and/or retention activities including: <ul style="list-style-type: none"> • What strategies will be used to recruit teachers who have demonstrated subject matter competency in math or science but may not have completed a teacher preparation program? • If recruiting the candidates described above, what activities will support their preparation to become licensed teachers? • If licensed teachers will receive support in obtaining a math or science endorsement, what activities will provide this support? • If the project will support the upgrading of induction programs, what activities will be leveraged and what improvements will be made? • If mentor teachers will receive training and support, describe the activities that will support the development of effective math or science mentor teachers. • How will the planned activities address the identified needs? • How many teachers will be impacted by the project? • How many students will be impacted by the project? 	0	7	15												
3) Provide a description of how the activities described in the above section will impact the content knowledge and teaching skills of participating teachers.	0	3	5												
4) Provide a clearly detailed timeline for implementing the key strategies to reach goals and activities. Timeline identifies major implementation activities, participants, responsible persons, interim benchmarks, # of contact hours, and the date by which they will be accomplished. Please use the following chart to complete the item above:	0	5	10												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 25%;">Activity</th> <th style="width: 15%;">Participants</th> <th style="width: 15%;">Person/ Partner Responsible</th> <th style="width: 15%;">Interim Benchmarks</th> <th style="width: 15%;"># of Contact Hours Planned</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Date	Activity	Participants	Person/ Partner Responsible	Interim Benchmarks	# of Contact Hours Planned						
Date	Activity	Participants	Person/ Partner Responsible	Interim Benchmarks	# of Contact Hours Planned										
Reviewer Comments:															
TOTAL POINTS			/35												

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Section E: Commitment and Capacity of Partnership

Section E: Commitment & Capacity of Partnership	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) List each partner and describe their roles and responsibilities for administering the overall program, designing activities, delivering supports, and evaluating MSP.	0	3	7
2) Indicate the number of Higher Ed faculty (by area) involved in the MSP project.	0	1	3
3) List the members of the project leadership team.	0	1	3
4) Provide a brief description of the project leadership team's decision making process. Include a plan for partners meeting at least 3 times a year.	0	1	3
Reviewer Comments:			
TOTAL POINTS			/16

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Section F: Budget Narrative and Electronic Budget

Section F: Budget Narrative & Electronic Budget <small>(Electronic Budget Form does not count toward page limit)</small>	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
1) Describe all expenditures contained in the electronic budget in the budget narrative and connected to project objectives and activities. The costs of the proposed project (as presented in the electronic budget and budget narrative) shall be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.	0	3	7
1) Clearly address how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant any funding currently being used on kindergarten readiness.	0	1	3
1) Describe a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will effective math teachers be retained once grant funds are no longer available?	0	1	3
Reviewer Comments:			
TOTAL POINTS			/13

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Questions?

- **For program questions, contact:**
 - Jennifer Simons (Simons_J@cde.state.co.us | 303-866-3905)
 - Kirsten Carlile (Carlile_K@cde.state.co.us | 303-866-6705)

- **For evaluation questions, contact:**
 - Nazanin Mohajeri-Nelson (Mohajeri-Nelson_N@cde.state.co.us | 303-866-6205)
 - Alexandra Tolentino (Tolentino_A@cde.state.co.us | 303-866-4571)

- **For fiscal/budget questions, contact:**
 - Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6769)

- **For application-specific questions, contact:**
 - Kim Burnham (Burnham_K@cde.state.co.us | 303-866-6916)

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