



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: District Superintendents
FROM: Janet Barresi
DATE: August 2013
SUBJECT: FY2013-2014, Title II, Part B, Mathematics and Science Partnerships Program

Enclosed is the FY2013-2014, Title II, Part B, Mathematics and Science Partnerships (MSP) Program Request for Proposals. Eligible applicants for this grant consist of partnerships that include a mathematics, science, or engineering department of an Oklahoma institution of higher education and a high-need K-12 local educational agency (LEA). A high-need LEA must be the lead district and thus will carry the fiscal responsibilities for this grant. This includes the use of Indirect Cost (IDC) in which the grant must use the lead high-need LEA's IDC rate.

Eligible partners may include other mathematics, science, engineering, or teacher training departments of institutions of higher education, additional school districts (which may or may not be high need), public charter schools, public or private elementary schools, or secondary schools or consortia of such schools, businesses, or nonprofit or for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers.

The term "high-need school district" is defined for this project as the following. Please remember **only one** of the following requirements must be met to qualify as the **lead LEA**.

- A. A district in which **40 percent** of the children are from families with incomes below the poverty line based on the LEA's Free and Reduced Price Lunch Count; **or**
- B. A district that is at **20 percent** poverty determined by the census; **or**
- C. A district with a site(s) designated as priority and/or focus status for the 2013 school year; **or**
- D. A district with mathematics and/or science classes not taught by highly qualified teachers. (All teachers providing direct instruction in mathematics or science, including special education teachers, need to meet the highly qualified requirements of the *No Child Left Behind Act*.)

Grant Period: The grant period will be February 1, 2014 to June 30, 2015.

Grant Award: Five to ten grants ranging from \$75,000 to \$250,000 will be awarded.

District Superintendents
Title II, Part B, Mathematics and Science Partnerships Program
August 2013
Page 2

Announcement of Grant Awards: Grant awards are **tentatively** scheduled to be announced in December, 2013

Application Deadline: Applications must be received no later than **4:30 p.m., Thursday, October 31, 2013.**

Application Documents Online: The 2013-2014 MSP Application and Appendices are available online at <www.sde.ok.gov>. Proceed to Services and scroll down to Federal Programs to find Title II, Part B, Math Science Partnerships.

Submission: Mail **original** and **four** copies of the full proposal to the address below (**faxed applications will not be accepted**).

Dr. Gloria Bayouth, Mathematics and Science Partnership, State Coordinator
Oklahoma State Department of Education
Executive Director, Titles I, II, VI & X
2500 North Lincoln Boulevard, Suite 311
Oklahoma City, Oklahoma 73105-4599

Contact Information: For questions regarding this grant, please contact the following staff:

Dr. Gloria Bayouth, Executive Director, Federal Programs
Titles I, II, VI & X
(405) 522-3249 or <Gloria.Bayouth@sde.ok.gov>

Jeff Downs, Executive Director of STEM
Office of Instruction
(405) 521-2107 or <Jeff.Downs@sde.ok.gov>

Tiffany Neill, Director of Science Education
Office of Instruction
(405) 522-3524 or <Tiffany.Neill@sde.ok.gov>

Levi Patrick, Director of Secondary Math Education
Office of Instruction
(405) 522-3525 <Levi.Patrick@sde.ok.gov>

gb

Attachments



Office of Instruction; STEM

**MATHEMATICS AND SCIENCE PARTNERSHIPS
PROGRAM**

TITLE II, PART B

No Child Left Behind Act of 2001 - Public Law 107-110

Thursday, August 22, 2013

1:30 p.m.

WebEx

<https://oksdetraining.webex.com>

Presenters: Jeff Downs, Executive Director of STEM, Office of Instruction

Purpose: To provide technical assistance for grant writing as it relates to the Mathematics and Science Partnerships (MSP) Program and to take inquiries specifically concerning the 2013-2014 Mathematics and Science Partnerships (MSP) Program Request for Proposals (RFP).

Participants: Superintendents, principals, federal program directors, and any person(s) involved in writing a 2013-2014 Mathematics and Science Partnerships Program, Title II, Part B, grant

AGENDA

Welcome and Introduction

Jeff Downs

Basic Overview of the Mathematics

Jeff Downs

Questions and Answers

Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education

Mathematics and Science Partnerships Program

Title II, Part B

No Child Left Behind Act of 2001
Public Law 107-110

Request for Proposals 2013 – 2014 Awards (FY2013)

**Deadline for applications:
Thursday, October 31, 2013**

Mathematics and Science Partnerships Program
Title II, Part B
No Child Left Behind Act of 2001 – Public Law 107-110
Request for Proposals 2013-2014
Table of Contents

	Page
I. Introduction	1
II. Program Description	1
A. Purpose	
B. Eligibility	
C. Program Requirements	
D. Partner Responsibilities	
E. Duration of Grants	
F. Supplement Not Supplant	
G. Subgranting	
III. Preparation of Application	7
A. Proposal Cover Sheet	
B. Abstract	
C. Project Narrative	
D. Bibliography	
E. Budget	
F. Appendix	
IV. Final Requirements: Partnership Portfolio.....	11
V. USDE Evaluation.....	11
VI. Proposal Submission and Review	12
A. Submission	
B. Review Process	
VII. Award Administration	12
A. Notification of the Award	
B. Award Conditions	
VIII. State Meeting Requirements	13
A. USDE Regional MSP Meeting	
B. Spring Program Directors Meeting	
C. Fall Project Directors Meeting	
D. MSP Day “Connecting Education with Industry Partnerships”	
IX. Appendices.....	14
A. Scoring Rubric	15-24
B. Proposal Cover Sheet	25
C. Partner List	26
D. Action Plan (Example).....	27
E. Comprehensive Needs Assessment.....	28-29
F. Institute Activity Plan	30-31
G. National Staff Development Standards	32-35
H. Summary Budget.....	36
I. Budget Detailed Narrative/Justification	37
J. Partner Identification Form	38-39
K. District Affirmation of Partnership Consultation – Public Schools	40
L. Assurances- Public Schools	41-45
M. E-Magazine Products	46
N. Definitions.....	47
O. Declaration of Intent to Participate and Statement of Assurances – Private Schools.....	48-49
P. Affirmation of Consultation – Private Schools	50
Q. Initial Check-In Sheet	51

Mathematics and Science Partnerships Program - Title II Part B 2013-2014 Application Instructions

I. Introduction

In January 2002, the *No Child Left Behind Act of 2001 (NCLB)* became law. Title II, Part B of this legislation authorizes a Mathematics and Science Partnerships (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, local school districts, elementary schools, and secondary schools to participate in professional development activities (Appendix M is the checklist) that **increase the subject matter (content) knowledge of mathematics and science teachers**. Professional development activities must be sustained, intensive, classroom-focused, and aligned with the state standards (Oklahoma Academic Standards). These activities must result in a demonstrable and measurable improvement in K-12 student academic achievement in mathematics and science.

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 districts, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by increasing K-12 teachers' mathematics and/or science content knowledge.

The Oklahoma State Department of Education (OSDE) is responsible for the administration of this program. Funds available for the Oklahoma Mathematics and Science Partnerships (OMSP) competitive grant program will be awarded by the OSDE to support successful proposals submitted by high-need school districts in partnership with departments of mathematics, science, and/or engineering at Oklahoma institutions of higher education.

II. Program Description

A. Purpose:

1. 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;
2. Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' subject matter (content) knowledge and skills;
3. Bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter (content) knowledge of mathematics and science teachers and improve such teachers' 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 schools and secondary schools;
4. Develop more rigorous mathematics and science curricula that are aligned with the Oklahoma Academic Standards, <www.sde.ok.gov>, Oklahoma's challenging academic content and process standards, and with the standards expected for postsecondary study in engineering, mathematics, and science; and
5. Improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

B. Eligibility (eligible partners):

1. Partnerships applying for an Oklahoma Mathematics and Science Partnerships grant **must include:**

(a) **A high-need local educational agency (LEA) who serves as the Lead LEA which carries the fiscal responsibilities for the grant.** At least one high-need school district must participate and be the Lead LEA in the partnership, although other LEAs may participate as additional partners whether or not they qualify as “high-need.” The term “high-need school district” is defined for this project as the following. Only one of the following criteria must be met to be the Lead LEA for this grant.

- i. A district in which **40 percent** of the children are from families with incomes below the poverty line based on the LEA’s Free and Reduced Lunch Count; **or**
- ii. A district that is at **20 percent** poverty determined by the census; **or**
- iii. *A district with a site(s) designated as priority and/or focus status for the 2013 school year; **or**
- iv. *A district with mathematics and/or science classes not taught by highly qualified teachers. (All teachers providing direct instruction in mathematics or science, including special education teachers, need to meet the highly qualified requirements of the *No Child Left Behind Act.*)

**If a district qualifies because of school improvement status or because of a percentage of mathematics and/or science classes not taught by highly qualified teachers, the application must target the area that is the qualifying factor. (Example, if a district qualified because of a site in school improvement status, that site must be involved with the project.)*

(b) **An engineering, mathematics, or science department (including faculty members who are responsible for the delivery of content) of an Oklahoma institution of higher education. Faculty member(s) responsible for the delivery of content must hold a degree in the respective content area (engineering, mathematics, or science).**

(c) **A business.**

(d) **Documentation for consultation meeting with all partnerships for designing the summer institute; District Partnership Planning Meeting Memo, and District Affirmation of Partnership Consultation – Public School (Appendix K).**

2. Partnerships are **strongly encouraged** to include:

(a) Local educational agencies in Priority or Focus Status for the 2014 school year. View this list on the OSDE Web site <www.sde.ok.gov>, go to Services and click on Accountability and Assessment, Elementary and Secondary Act, ESEA Flexibility Request for the list of schools.

(b) Other high-need LEAs

(c) Additional LEAs (which may or may not be high need), public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools.

3. Partnerships may also include:

(a) Another engineering, mathematics, science, or teacher training department of an institution of higher education;

- (b) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

Note: Higher education departments of education are not eligible as the lead higher education partner, but may participate as an “additional” partner.

C. Program Requirements:

An eligible partnership must use funds for the following activities related to elementary schools or secondary schools:

1. Establish and operate a mathematics and/or science summer workshop/institute, which will include follow-up training, for elementary school and secondary school mathematics and science teachers that:
 - (a) shall —
 - (i) increase subject matter (content) knowledge in mathematics and/or science;
 - (ii) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
 - (iii) enhance the ability of the teacher to understand and use the state academic content standards, Oklahoma Academic Standards, for mathematics and science and to select appropriate curricula;
 - (iv) include, as a component, a program that provides direct interaction between teacher participants and higher education faculty;
 - (v) train teachers to use curricula that are:
 - (I) based on scientific research;
 - (II) aligned with challenging Oklahoma Academic Standards; and
 - (III) object-centered, experiment-oriented, and concept- and content-based;
 - (vi) is conducted for at least ten days (consecutive or nonconsecutive), with each workshop or institute day consisting of **at least six clock-hours of participation per day**; and
 - (vii) provide for follow-up training during the academic year (follow-up training must be separate from the ten-day institute, planned for the fall 2014 and spring 2015)
 - (I) for four days if summer workshop or institute lasts for only ten days; or
 - (II) for three days if summer workshop or institute is longer than ten days in length that may be conducted through distance learning for teachers in rural school districts
 - (III) Sign-in sheets and planned activities must be documented and available upon the request of the OSDE.
 - (b) may include —
 - (i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
 - (ii) instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (iii) professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.
2. Promote strong teaching skills for K-12 mathematics and science teachers and teacher educators, **including integrating reliable scientifically based research teaching methods** and technology-based teaching methods into the curriculum.

3. Design programs to prepare a K-12 mathematics or science teacher at a school to provide professional development to other K-12 mathematics or science teachers. **Each participant must provide at least one hour of professional development** to their home school site and/or home district after completion of the ten-day institute. The *one hour* of professional development must contain content received from the MSP project the participant attended. *This requirement must be documented by the site principal and program director and available upon request from the OSDE.*
4. **Establishing and operating programs to bring K-12 mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and mathematics.**

D. Partner Responsibilities:

1. The project must have one high-need LEA as the Lead district that will carry the fiscal responsibility for the grant. The program director overseeing the grant must be an employee of the high-need LEA. (Other school districts are encouraged to partner who may or may not be high need.)
 - (a) The school district partner must identify the individual teachers or consortia of building and district staff who will participate in grant activities.
 - (b) Any staff identified must commit to full professional participation in the grant activities. *A partnership planning meeting with both staff and/or participants is required and documentation should be made available upon request from the OSDE.* If staff and/or participants do commit to full participation then for unexpected reasons cannot fulfill their commitment, their stipend and/or contract amount will be prorated. Lead LEAs are required to have *contracts* signed from each staff member and participants **prior** to the beginning of services with the understanding that full stipend and/or salaries will not be paid unless their known and agreed upon commitment was fulfilled.
 - (c) In making a determination of who should participate, the LEA partner should consider the number and composition of staff necessary to ensure implementation at the local level.
 - (d) All teachers participating in Oklahoma Mathematics and Science Partnership activities will be required to complete the Survey of Enacted Curriculum (SEC) **prior to the beginning of the summer institute or no later than the second day of the ten-day summer institute**, as an initial professional baseline. Participants are also required to complete a post-SEC by the end of the three- or four-day (depending on length of summer workshop or institute) follow-up meetings (no later than June 30, 2015). Projects can use a half-day of one of the follow-up days for participants to complete the post survey. **At least one half-day of the follow-up meetings must be dedicated to participant analysis of data and group discussion (by grade-level, site, district, etc.) related to instructional planning and school improvement plans.**

Participant anonymity is assured for participation. This survey is used to gather data regarding impact due to participation in the Oklahoma Mathematics and Science Partnership Program. Baseline data is required to evaluate the progress of the program over time and contribute to informed decision making for mathematics and science education issues at the state, regional, and local levels.

Completion of the survey requires online access and approximately two hours of uninterrupted focus. Costs associated with the survey and accompanying reports shall be covered by the awardees' grant (\$15 per teacher per survey – include the cost of two surveys per participant in your budget). Information about the Survey of Enacted Curriculum is available online at <www.SEOnline.org> or by contacting Roff Blank, Director of SEC Collaborative at (202) 336-7044.

Mandatory training for program directors and evaluators on the analysis and discussion facilitation of the SEC will be provided by the State Department of Education and SEC Collaborative consultants at the Spring Program Director's Meeting.

(e) **The Lead high-need LEA must serve as the fiscal agent for the Mathematics and Science Partnerships Grant. The indirect cost (IDC) from the lead high-need LEA must be used for all budget purposes. Under no circumstances can IDC from any other partner be used.**

(f) **Ineligible costs:** (Examples)

- Costs associated with hiring a grant writer
- Funding the research of individual scholars or faculty members
- Providing compensation for IHE faculty attending workshops or conferences other than U.S. Department of Education Mathematics and Science Partnership Regional Conferences
- Supporting travel to out-of-state professional meetings
- Providing funding for academic year salaries of current employees of the recipient institution submitting a proposal
- Entertainment and food

(g) **Eligible costs:** (Examples)

- Teacher stipends (highly qualified)
- Program director
- Higher education faculty
- Indirect cost (Lead LEA)
- Travel (MSP Regional Meeting, Fall, and Spring Meeting)
- Materials and Supplies – Summer Institute and Follow-up training
- External evaluator

(h) The Lead LEA responsibilities include notifying in *writing* and *receiving official approval* from the OSDE for modifications made within the parameters of the awarded grant, such as personnel, summer institute locations and dates, summary budget, budget justification, subcontracts, and other relevant information based on the Lead LEA's awarded proposal.

(i) The Lead LEA must ensure if research activities involving human subjects are integrated into the project design. Both the LEA and Higher Education must submit appropriate certification of appropriate Institutional Review Board (IRB) review and approval to the OSDE. This is to ensure the protection of human subjects and that Family Educational Rights and Privacy Act (FERPA) laws are met.

(j) Private School Requirements: The MSP program is subject to the requirements of Sections 9501-9504 of the *No Child Left Behind Act of 2001* regarding the equitable participation of private school teachers in this grant program.

- **Eligibility:** Private school eligibility is based on the location of the private school(s), the design of the grant program, and the needs of the private school(s). The private school must be located within the communities or geographic boundaries of the Lead LEA's school district. The Lead LEA is only responsible to consult with the State-approved private school list.
- **Consultation:** The Lead LEA is responsible to identify all the appropriate private schools and to contact the appropriate private school officials to begin the consultation process. The private school(s) must be given a genuine opportunity to participate in the MSP program. The NCLB legislation requires all applicants to conduct *timely* and *meaningful* consultation with the appropriate private school officials *prior to* the development of the Lead LEA's grant application and *prior to* any decision made regarding the design of the Lead LEA's MSP project that could affect the ability of private school students, teachers, and other education personnel to receive benefits. Consultation must continue throughout the implementation and assessment of project activities.
- **Services:** The project grant related services and benefits must be comparable to those provided to public school teachers participating in the MSP grant. All services must be secular, neutral, and nonideological.
- **Documentation:** The Lead LEA must submit the signed *Declaration of Intent to Participate in the MSP Grant* (Appendix O), *Statement of Assurances for Private Schools* (Appendix O), and *District Affirmation of Consultation with Private Schools* (Appendix P). These three forms must accompany the application and be signed and dated by both the Lead LEA's superintendent and the private school official. A grant application may be disqualified if it fails to include these forms in its grant application.

2. Postsecondary Partners:

- (a) Departments of mathematics, science, and engineering at public and nonpublic institutions of higher education (including community colleges) are required to participate in the partnership. **This must include faculty members from at least one of these departments who will act as the primary instructor(s) to deliver the content to participants. Faculty members must hold a degree in the respective content area.** Staff networking opportunities among and between colleges of mathematics, sciences, and engineering with colleges of education at the local and state levels shall be encouraged.
- (b) Postsecondary partners are expected to provide meaningful experiences and methodology in scientific inquiry, technological design, and mathematical problem solving in content and process settings and provide access to local scientific, mathematical, and engineering equipment, technologies and facilities. These partners also may provide connections to an established network of teachers; online capabilities for networking, expertise, and resources; and content mentoring by professionals from their organizational settings.
- (c) Postsecondary partners may also incorporate content mentoring by staff members, including graduate and postgraduate students; explore and test research-based improvements in standards-based teacher preparation programs; and provide waivers or vouchers for graduate credits.

3. Business
4. Resource Partners:
 - (a) Partnerships may include scientists, mathematicians, engineers, and other such professionals from business or nonprofit or for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers.
 - (b) These partners shall contribute to meaningful experiences in scientific inquiry, technological design, and mathematical problem solving in content and process settings and provide access to local scientific, mathematical and engineering equipment, technologies, and facilities. These partners also may provide connections to an established network of teachers; online capabilities for networking, expertise, and resources; and content mentoring by professionals from their organizational settings.

Note: Postsecondary and Resource Partners will be asked to provide a detailed list of resources and materials which they are extending to the grant and participants of the grant at no cost. (Appendix J).

- E. Duration of Grants: Grant activities for the current award will be effective from February 1, 2014 through June 30, 2015. All funds during the award year must be encumbered by June 30, 2015. ***Each grant year is considered a new grant; therefore, unexpended funds are not considered carryover funds.***
- F. Supplement Not Supplant: Funds received shall be used to supplement and not supplant funds that would otherwise be used for proposed activities.
- G. Subgranting: The Lead LEA must be aware that subgranting this award is not allowable.

III. Preparation of Application - Application packets must be submitted in the order shown below. Please use the indicated letter and/or number when referring to a component in your application. A (√) in the points column indicates the document is required for a complete application. A copy of the rubric is attached (Appendix A).

√		Points
	A. Proposal Cover Sheet (Appendix B)	√
	1. Partner List (Appendix C)	√
	B. Abstract	10
	C. Project Narrative – (120 possible points)	-
	1. Goals and Objectives	15
	2. Action Plan (Example Appendix D)	10
	3. Summary of results and analysis of the Comprehensive Needs Assessment (Appendix E)	5
	4. Institute Activity Plan (Appendix F)	15
	5. Alignment of Project Goals, Objectives and Activities with Professional Development Needs (Appendix G)	40
	6. Program Personnel Qualifications (Do not attach résumés)	5
	7. Evaluation and Accountability Plan	15
	8. Sustainability	5
	9. Commitment and Capacity of Partnership/Institutional Capacity	10
	D. Bibliography	5

E. Budget (15 possible points)	-
1. Summary Budget Form (Appendix H)	5
2. Budget Justification/Narrative (Appendix I)	15
F. Appendix	-
a. Partner Identification Form (Appendix J)	√
b. District Affirmation of Partnership Consultation - Public Schools (Appendix K)	√
b. Partnership Letter of Commitment	√
c. E-Magazine Products (Appendix M)	√
d. Definitions (Appendix N)	√
e. Declaration of Intent to Participate in the MSP Grant for Private Schools (Appendix O)	√
f. Statement of Assurances for Private Schools (Appendix O)	√
g. District Affirmation of Consultation with Private Schools (Appendix P)	√
Total Possible Points	155

Listed below are the required components, **in the order they should appear**, for an acceptable application. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. The narrative section, not including the appendix, shall not exceed 25 pages. Applicants must adhere to the page limitations on the narrative section, and may not append additional material beyond that allowed in the following list.

- A. Proposal Cover Sheet: Use the form provided in Appendix B. The cover sheet should be the first page of the application. The required Authorized Official (Lead LEA Superintendent) signature is also located on the cover sheet.
 1. The Assurances (Appendix L) to be reviewed are attached.
 2. Complete the Partner List (Appendix C).

- B. Abstract: Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.

- C. Project Narrative: The program narrative must include a description of the implementation of activities and address each of the following items. The narrative section must be double-spaced.
 1. List and describe the *goals and objectives*, highlighting the required **content knowledge** focus of the program and implementation into classroom practice
 2. Complete an *Action Plan* which includes timeline of events necessary for project success. (See Appendix D for an example of an Action Plan.)
 3. Provide a **summary of results and an analysis** of the *Comprehensive Needs Assessment* (Appendix E) with respect to the teaching and learning of mathematics and science, of all school districts or schools that comprise the eligible partnership.
 4. Complete an Institute Activity Plan (Appendix F).
 5. *Alignment of Project Goals, Objectives and Activities with Professional Development Needs* - Implementation plans must include the following:
 - (a) Evidence that the planned activities will address the identified measurable outcomes through clear strategies that provide roadmaps to achieving both the long- and short-term goals and objectives of the program.
 - (b) A description of how the activities to be carried out by the eligible partnership address the most pressing professional development needs of the participating school districts or schools, as determined by:

- i. District Test Scores, and
 - ii. Needs Assessment (Appendix E).
- (c) A description of how the activities to be carried out in the programs are aligned with the following:
 - i. Oklahoma Academic Standards <www.sde.ok.gov>,
 - ii. National Staff Development Standards (Appendix G), and/or
 - iii. Other educational reform activities that promote student academic achievement in mathematics and science (Oklahoma STEM Initiatives).
- (d) A description of how the eligible partnership will carry out the authorized activities.
- (e) Partnerships will be required to include the expertise of mathematicians, scientists, and engineers with particular attention to the processes, principles and concepts associated with mathematical problem solving, scientific inquiry and technological design. Inasmuch as possible, the incorporation of both mathematics' and science's concepts is strongly encouraged.
- 6. *Program Personnel Qualifications* - Include a narrative that lists each program personnel and their credentials for participating in the math and/or science professional development activities. Do not attach résumés.
- 7. *Evaluation and Accountability Plan* - Describe the plan that will be used to evaluate the program. Include the name of the program evaluator and give a brief summary of their experience in evaluation.

The plan **must** include the following and be carried out by an **external (outside) evaluator**:

- (a) Measurable objectives and annual targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment;
- (b) Measurable objectives to increase the number of mathematics and science teachers who participate in content-based professional development activities;
- (c) Measurable objectives for improved student academic achievement on the Oklahoma State Testing Program (OSTP) mathematics and science assessments; and
- (d) Measurable objectives to increase the content knowledge of teacher participants, that should include a pre- and posttest analysis of participant knowledge (tests may be purchased or created by grant partners and must focus on content taught in the summer institute and follow-up days).
- (e) The **external (outside) evaluator** must submit a preliminary report on the summer institute to OSDE by **Monday, October 6, 2014**, not limited to the following requirements, but must include: (1) justification for use of funds, (2) demonstrating rigorous content of the project's activities, (3) illustrating the alignment of Oklahoma Academic Standards to the project's activities.

Note: Include external evaluator monies in your budget.

- (f) The **external (outside) evaluator** must meet the following criteria, which is not limited but adheres to:
 - External evaluator cannot serve in multiple roles, i.e., project director, instructor, participant, and/or evaluator.
 - External evaluator can only serve one LEAD Oklahoma Math and Science Partnership Grant.
 - External Evaluator must commit to participating in a minimum of one of the follow-up sessions, and submit a summary report to OSDE not limited to the requirements as stated in 7 (c) within five (5) days of the follow-up session.

- External evaluator along with the LEAD project director must complete the Annual Performance Report (APR) after the completion of the project year.
 - External evaluator must meet all grant requirements in order for contract fee to be paid in full. LEAD project director is responsible for documentation of recordkeeping and prorating fee as necessary.
8. *Sustainability* - A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.
9. *Commitment and Capacity of Partnership* -
- (a) *Commitment*: Evidence of active long-term planning and involvement of all partners must be documented. The Lead LEA, Higher Education partner, and required business partner must participate in the planning and writing of the proposal.
 - (b) *Capacity*: Evidence of the number and quality of staff to carry out the proposed activities and fiscal responsibilities must be documented. Institutional resources to support the activities must also be included.
- D. *Bibliography*: List reference materials that are current and research based; cite studies that can be used as a basis for meeting identified needs; cite resource articles, books and/or journals that support proposal activities.
- E. *Budget*: The Lead high-need LEA is the fiscal agent for this grant. The Lead LEA's IDC rate will be used for this grant. By law, this grant **cannot** purchase items that will be used in a classroom setting for K-12 students. **ALL items purchased may only be used for teacher professional development.** All technology equipment, science equipment, math equipment, and other items/supplies approved to purchase with Title II, Part B, monies must be kept in a professional development center at the appropriate LEA site. Thus, higher education institutions are not to receive equipment, supplies, etc., unless materials are specifically used to carryout responsibilities of the grant, and, then the items must be returned to the Lead LEA at the completion of the grant period.
1. Include a FY2014 Summary Budget (Appendix H).
 2. *Budget Narrative/Justification*: The budget narrative/justification (Appendix I) must give an explanation for the need of each item on the budget as well as how the amount was determined for each item on the budget. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources.
 3. It is required that the Program Director and Lead LEA Chief Financial Officer maintain a monthly budget accountability report for MSP expenditures. Claims must be submitted to the OSDE in a timely fashion and payable according to the parameters of the awarded grant.

*Note: **Example** of additional expenses to consider: digital camera and video camera to assist with the development of items needed for participant presentations, travel expenses, and other items for supplies necessary for MSP Day "Connecting Education with Industry Partnerships".*

*Note: **Example** of unallowable expenses: classroom kits, food items (unless needed for science/math inquiry activities), stipends or travel expenses for staff members who are not participants of the MSP Project, computers and smart boards for classroom(s), technology for teacher(s) classroom, printers and camcorders for teacher classrooms, capital improvements, facility rentals, full salaries of administrative or clerical personnel, tuition charges and/or university fees, travel expenses for out-of-state conferences/presentations other than one MSP Regional Conference.*

*Note: **Example*** of modifications to the original award amount will be subject for review based on the official number of participants that the grant was awarded and/or any major factor impacting the operating cost of the project.

- F. Appendix: The proposal appendix should include only the following documents:
1. Partner List (Appendix C)
 2. Partner Identification Form (Appendix J) for each partner
 3. Letter of Commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission. (Please attach the Letter of Commitment to the appropriate Partner Identification Form, Appendix J)
 4. Partnership Planning Meeting Memo
 5. District Affirmation of Partnership Consultation – Public Schools (Appendix K)
 6. Declaration of Intent Private Schools (Appendix O)
 7. Statement of Assurances Private Schools (Appendix O)
 8. District Affirmation of Partnership Consultation – Private Schools (Appendix P)
 9. Institution Review Board Certification (if applicable)

IV. Final Requirements

- **Projects are required** to submit information regarding the summer institute to OSDE by **Thursday, October 31, 2013**, in order to produce the MSP Yearbook. Projects will be given a detailed list of information needed at the MSP Spring Project Directors Meeting.
- **Projects are required to develop a MSP E-Magazine to highlight all of the participating partnerships, project activities, and participant testimonials. The annual is project-specific which must be submitted to OSDE by Friday, December 6, 2013. This E -Magazine should include the collection and summary of data to document the effectiveness of the partnership in the individual classrooms, buildings, districts, and postsecondary settings. The E-Magazine must include information about the roles of the partners and their impact on the learning community of the partnership. All partners (LEA, postsecondary, resource) must participate in the development of the E-Magazine. An example of the MSP E-Magazine Products is attached (Appendix M).**
- **Projects are required** to participate in a MSP Day”Connecting Education with Industry Partnerships” event which will be held for one day in the **spring of 2015** (at the end of the project year. Each Lead LEA should display their project, using technology integration to describe their summer institute. Participating teachers and students in the summer institute project should be in attendance to answer questions from legislators and/or the general public.
- **Projects are required** to disseminate MSP information for their project to the public in the form of publications, community newspapers, school newspapers, district and school Web sites, and any other vehicle for communicating their MSP project. Documentation for dissemination of information must be made available upon the request of OSDE and highlighted in the required annual publication OSDE E-Magazine.

V. USDE Evaluation

There will also be a United States Department of Education (USDE) Annual Performance Report to be completed by each of the awarded projects after the completion of the project year. This report will ask for the following information to be completed: project profile, project narrative, and external

evaluation report. Detailed information concerning this evaluation will be sent directly to project directors from the USDE. If your project is approved, you will receive official notification and instructions on how to complete the 2014-2015 USDE Annual Performance Report.

VI. Proposal Submission and Review

- A. Submission: Applicants must submit an **original** and **four** copies of the full proposal. The original must include an **original signature** of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. **To be considered for funding, proposals must be received at the Oklahoma State Department of Education no later than 4:30 p.m. on Thursday, October 31, 2013.**

Proposals should be mailed or delivered to the following:

Oklahoma State Department of Education
Dr. Gloria Bayouth, Executive Director Federal Programs
2500 North Lincoln Boulevard, Suite 311
Oklahoma City, Oklahoma 73105-4599

- B. Review Process: As proposals are received, they will be reviewed by staff for completeness and compliance with the requirements set forth in this application to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the program director of the proposing organization. If, in the judgment of the OSDE, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. Decisions made by the OSDE are final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified.

Grant readers will evaluate eligible applications based on the required application components and the established criteria. The grant readers will review each eligible application and make recommendations to the OSDE in the areas of program, budget, and efficacy.

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

VII. Award Administration

- A. Notification of the Award: After completion of the review process and State Board approval of recommendations, the Program Director will be notified of the status of their proposal. This is tentatively scheduled for December 2013.
- B. Award Conditions: Approximately \$1.8 million dollars are available for Oklahoma Mathematics and Science Partnerships awards. The OSDE expects to fund five to twelve MSP programs ranging from \$75,000 to \$250,000. Future awards are contingent upon this program receiving funding through the USDE and upon the State's evaluation of the funded program.

VIII. State Meeting Requirements:

- A. USDE Regional MSP Meeting: Awardees are **required** to attend a regional USDE MSP meeting. No more than *three representatives of each project will be approved to attend*. These dates are forthcoming and information will be distributed as soon as it is received from USDE.
- B. Spring Program Directors Meeting: A **mandatory** meeting for all Lead LEA program directors and Chief Financial Officer will be held in the spring of 2014. This meeting will be held in Oklahoma City. The date, time, etc., will be distributed to awardees in a timely manner after the awards are announced.
- C. Fall Program Directors Meeting: A **mandatory** meeting for all Lead LEA program directors and Chief Financial Officer will be held in the fall of 2014. Information about this meeting will be given to project directors in a timely manner prior to the meeting date.
- D. MSP Day: As stated previously, all awardees are **required** to participate in MSP Day “Connecting Education with Industry Partnerships” which will be held in spring 2015 (post-project year). Each project is required to have a display describing their project along **with staff from their project in attendance** to answer questions from legislators and/or the general public. The use of technology is strongly encouraged, as is the attendance of teachers and/or students who may have participated in the project.

IX. Appendices

Mathematics and Science Partnerships Program - Title II, Part B

No Child Left Behind Act of 2001 - Public Law 107-110

2013-2014 Scoring Rubric

Reader Number: _____ Applying Lead LEA: _____

Summary of scores:

A. Proposal Cover Sheet	No Points
1. Partner List	No Points
B. Abstract (10 points max)	_____
C. Project Narrative	
1. Goals and Objectives (15 points max)	_____
2. Action Plan (10 points max)	_____
3. Comprehensive Needs Assessment (5 points)	_____
4. Institute Activity Plan (15 points)	_____
5. Alignment of Project Goals, Objectives, and Activities (40 points max)	_____
6. Program Personnel Qualifications (5 points max)	_____
7. Evaluation and Accountability Plan (15 points max)	_____
8. Sustainability (5 points max)	_____
9. Commitment and Capacity of Partnership (10 points max)	_____
D. Bibliography (5 points max)	_____
E. Budget	
1. Budget Form (5 points max)	_____
2. Budget Justification/Narrative (15 points max)	_____
F. Appendix	No Points
Total Points (155 points max)	_____

*Projects receiving a zero in any category will not be considered for award.

A. Proposal Cover Sheet (No points awarded)

1. Partner List (No points awarded)

B. Abstract (10 points):

Points Awarded _____

The abstract briefly and concisely describes the program and summarizes the intended results. The abstract may not exceed 250 words.

No Evidence (0 points)	Limited or Unclear Evidence (1-4 points)	Sufficient Evidence (5-8 points)	Outstanding Evidence (9-10 points)

C. Project Narrative (120 total points)

1. Goals and Objectives (15 points):

Points Awarded _____

Goals and objectives are clearly listed and described in measurable terms, highlighting the *content knowledge methodology* focus of the program.

No Evidence (0 points)	Limited or Unclear Evidence (1-6 points)	Sufficient Evidence (7-12 points)	Outstanding Evidence (13-15 points)

2. Action Plan (10 points):

Points Awarded _____

The Action Plan includes a detailed timeline of events necessary for project success.

No Evidence (0 points)	Limited or Unclear Evidence (1-4 points)	Sufficient Evidence (5-8 points)	Outstanding Evidence (9-10 points)

3. Comprehensive Needs Assessment (5 points):

Points Awarded _____

A summary of results and analysis of the Comprehensive Needs Assessment is provided.

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)

4. Institute Activity Plan (15 points)

The institute’s activities plan includes a calendar of summer institute, activities/lesson plan. Points Awarded _____

No Evidence (0 points)	Limited or Unclear Evidence (1-6 points)	Sufficient Evidence (7-12 points)	Outstanding Evidence (13-15 points)

5. Alignment of Project Goals, Objectives, and Activities (40 points):

Points Awarded _____

There is evidence that the planned activities:

- (a) Are aligned with project goals and objects **(5 points)**:

There is evidence that the planned activities:

- (b) Address the most critical professional development needs as determined by **(10 points)**:
 - i. District test scores
 - ii. Needs Assessment

There is evidence that the planned activities:

- (c) Are aligned with the following **(10 points)**:
 - i. Oklahoma C³ Standards
 - ii. National Staff Development Standards
 - iii. Other educational reform activities that promote student academic achievement in mathematics and/or science.

There is evidence that the planned activities

- (d) Will be carried out by the eligible partnership, and **(5 points)**.

There is evidence that the planned activities:

- (e) Will include mathematical problem solving, scientific inquiry, and technological design **(10 points)**.

No Evidence (0 points)	Limited or Unclear Evidence (1-13 points)	Sufficient Evidence (14-25 points)	Outstanding Evidence (26-40 points)

6. Program Personnel Qualifications (5 points): **Points Awarded** _____

Program personnel are described in narrative form with respect to the credentials that document their expertise.
 (Attached resumes are not sufficient evidence.)

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)

7. Evaluation and Accountability Plan (15 points): **Points Awarded** _____

The plan includes measurable objectives:

- (a) Which describe progress towards addressing the most critical professional development needs.
- (b) To increase the number of mathematics and science teachers who participate in professional development activities.
- (c) For improved student academic achievement on the Oklahoma State Testing Program math and science assessments.

The plan also discusses the role and expectations of the external (outside) evaluator.

No Evidence (0 points)	Limited or Unclear Evidence (1-6 points)	Sufficient Evidence (7-12 points)	Outstanding Evidence (13-15 points)

8. Sustainability (5 points): **Points Awarded** _____

There is evidence that the project will maintain the partner relationship beyond the length of the project.

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)

9. Commitment and Capacity of Partnership (10 points): **Points Awarded** _____

There is evidence of active, long-term planning and involvement of all partners in the planning and writing of the proposal, and there is evidence of the number and quality of staff and participants involved in the project.

No Evidence (0 points)	Limited or Unclear Evidence (1-4 points)	Sufficient Evidence (5-8 points)	Outstanding Evidence (9-10 points)

D. Bibliography (5 points):

Points Awarded _____

There is a list of research-based reference materials; studies used as a basis for meeting identified needs; and articles, books, and/or journals that support proposal activities.

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)

E. Budget (20 total points):

1. Budget Form (5 points):

Points Awarded _____

There is evidence of a thoughtful budget.

No Evidence (0 points)	Limited or Unclear Evidence (1-2 points)	Sufficient Evidence (3-4 points)	Outstanding Evidence (5 points)

2. Budget Justification/Narrative (15 points):

Points Awarded _____

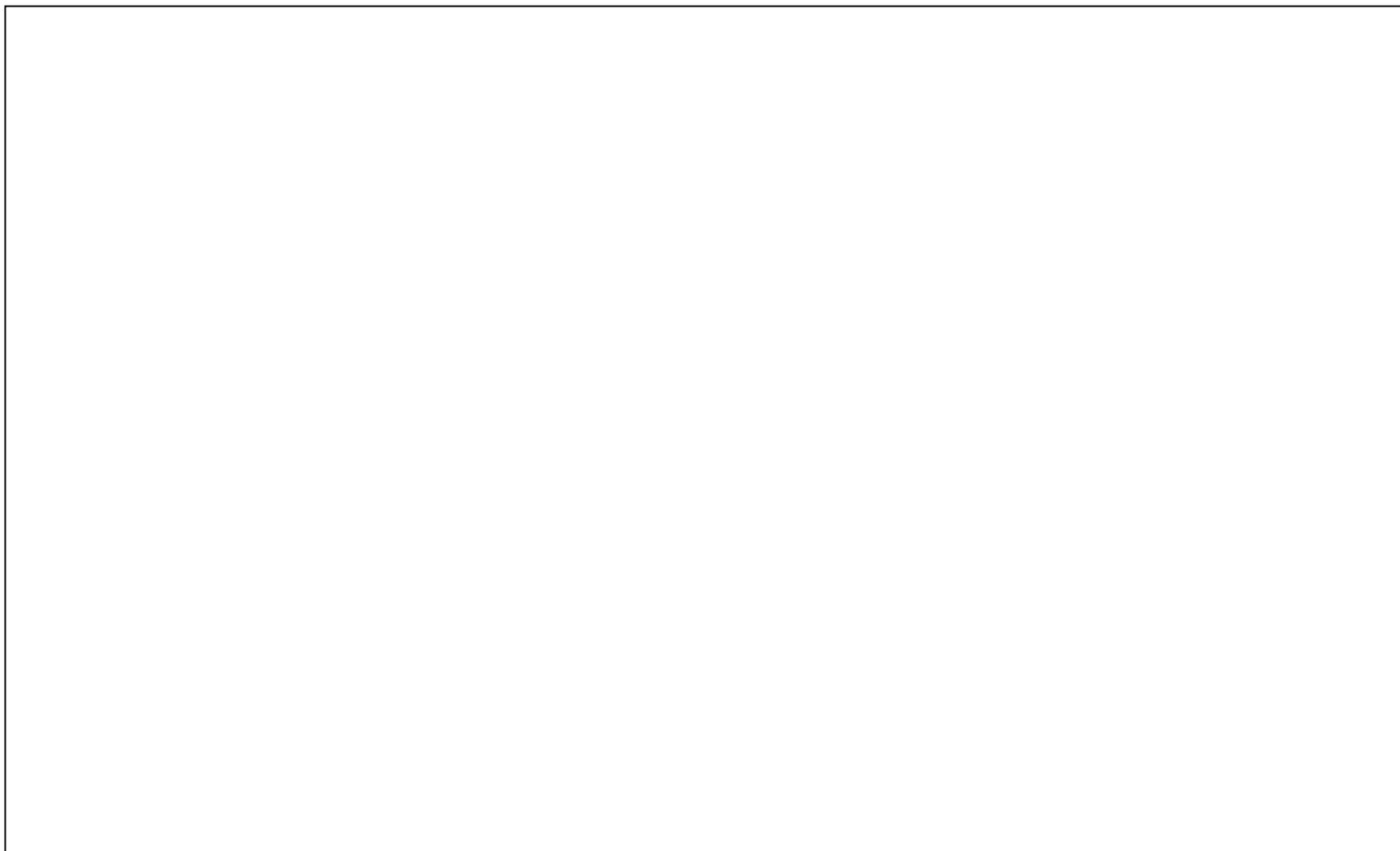
Narrative should:

- (a) Describe how the amounts on the budget summary were determined.
- (b) Indicate alignment with activities described in the proposal, including any coordinated uses of resources from other sources.
- (c) Give an explanation for the need of each item.

No Evidence (0 points)	Limited or Unclear Evidence (1-6 points)	Sufficient Evidence (7-12 points)	Outstanding Evidence (13-15 points)

F. Appendix (No points awarded)

Additional Comments:

A large, empty rectangular box with a thin black border, intended for providing additional comments. The box is currently blank.



Mathematics and Science Partnerships Program - Title II, Part B
No Child Left Behind Act of 2001 - Public Law 107-110

2013-2014 Proposal Cover Sheet

Applying High-need LEA/Fiscal Agent: _____

The above district qualifies as the high-need LEA because it meets the following requirement(s):

1. A district in which **40 percent** of the children are from families with incomes below the poverty line based on the LEA's Free/Reduced-Price Lunch Count. Please give Free/Reduced Lunch percentage: _____
2. A district that is at **20 percent** or more poverty as determined by the census, please give percentage: _____
3. A district with a site(s) designated as priority and/or focus status for the 2013 school year, if a site, please give site name: _____
4. A district with a percentage of mathematics and/or science classes not taught by highly qualified teachers.

Project Title: _____

Program Director & Title: _____

Address: _____

Phone Number: _____ **Fax Number:** _____

E-mail address: _____

Amount of MSP funds requested: _____

Number of teachers to be served directly: _____ **Cost per teacher:** _____

Number of partners (excluding lead LEA): _____

Targeted grade levels: _____

Targeted subject areas: _____

Approximate date(s) of summer institute: _____

Certification by Authorized or Institutional Official

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

Typed or Printed Name of Authorized Official
(Lead LEA Superintendent)

Title

Signature of Authorized Official
(Lead LEA Superintendent)

Date

**Mathematics and Science Partnerships Program
Title II, Part B**

No Child Left Behind Act of 2001 - Public Law 107-110

2013-2014 Partner List

Applying High-need LEA/Fiscal Agent: _____

Applying High-need LEA/Fiscal Agent Poverty Rate: _____

In the area below please list **all** partners including the higher education partner(s), school districts, business partners, and all other entities involved with your project. Please remember each partner is required to complete a Partner Identification Form (Appendix I) and a Letter of Commitment which will outline the roles and contributions of the partner and provide there is an understanding of the program intentions.

If applicable, identify school district(s) that are (1) high-need, (2) on the 2013-2014 Priority or Focus list, or (3) have a percentage of mathematics and/or science classes not taught by highly qualified teachers.

Identify these schools with the corresponding number remembering that some districts may have more than one identifier. *Example: **Smiley Public Schools (1)(3)** would identify this district as high-need also with a percentage of mathematics and/or science classes not taught by highly qualified teachers.*

Also, please list the district poverty rate, **for each school district listed as a partner**, which will be based on the most recent Free and Reduced Lunch Count.

Partner 1: _____ Partner 1 Poverty Rate: _____

Partner 2: _____ Partner 2 Poverty Rate: _____

Partner 3: _____ Partner 3 Poverty Rate: _____

Partner 4: _____ Partner 4 Poverty Rate: _____

Partner 5: _____ Partner 5 Poverty Rate: _____

Partner 6: _____ Partner 6 Poverty Rate: _____

Partner 7: _____ Partner 7 Poverty Rate: _____

Partner 8: _____ Partner 8 Poverty Rate: _____

Partner 9: _____ Partner 9 Poverty Rate: _____

Partner 10: _____ Partner 10 Poverty Rate: _____

Partner 11: _____ Partner 11 Poverty Rate: _____

Partner 12: _____ Partner 12 Poverty Rate: _____

Partner 13: _____ Partner 13 Poverty Rate: _____

Partner 14: _____ Partner 14 Poverty Rate: _____

**Mathematics and Science Partnerships Program
Title II, Part B
2013-2014 Action Plan**

(This is an example, you may use a different Action Plan template.)

	Goal/Objective	Task/Action Steps	Responsible Party	Resources Needed	Timeline	Evidence of Completion
1	Collect insects and flowers from another ecosystem of our state.	Collect data with calculators and digital camera. Identify insects and flowers. Catalog in digital collection. Manipulate data for graphing portfolio.	Teacher	Camera and Calculator	June 3-5	Science Portfolio
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

Oklahoma State Department of Education
Oklahoma Mathematics and Science Partnerships
Comprehensive Needs Assessment

K-12 Teachers' Response Key

NA	1	2	3	4
Not Applicable	Low Priority			High Priority

Question

Mathematics: I would like to focus on the Oklahoma Academic Standards that address:

a. Knowledge and application of number and operations.	NA	1	2	3	4
b. Knowledge and application of measurement.	NA	1	2	3	4
c. Knowledge and application of algebraic concepts.	NA	1	2	3	4
d. Knowledge and application of geometry.	NA	1	2	3	4
e. Knowledge and application of probability and descriptive statistics.	NA	1	2	3	4
f. Knowledge and application of a variety of instructional strategies to encourage students' development in problem solving, reasoning and proof, communication, connections, and representation.	NA	1	2	3	4

Science: I would like to focus on the Oklahoma Academic Standards that address:

a. Knowledge and application of scientific inquiry.	NA	1	2	3	4
b. Knowledge and application of the concepts of Earth Science.	NA	1	2	3	4
c. Knowledge and application of the concepts of Physical Science.	NA	1	2	3	4
d. Knowledge and application of the concepts of Life Science.	NA	1	2	3	4
e. Knowledge and application of the concepts of Biology.	NA	1	2	3	4
f. Knowledge and application of the concepts of Chemistry.	NA	1	2	3	4
g. Knowledge of the interaction among science, technology and society.	NA	1	2	3	4
h. Knowledge of the major unifying concepts of all sciences and how these concepts relate to other disciplines.	NA	1	2	3	4

Appendix E

Mathematics and Science: I would like to focus on the Oklahoma Academic Standards that address:

a. Understanding how students differ in their approaches to learning and creating instructional opportunities that are adapted to diverse learners.	NA	1	2	3	4
b. Understanding instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	NA	1	2	3	4
c. Applying an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	NA	1	2	3	4
d. Understanding and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	NA	1	2	3	4
e. Knowledge of the process of reading and how to teach reading in the content areas of mathematics and science.	NA	1	2	3	4
f. Using knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	NA	1	2	3	4
g. Understanding various formal and informal assessment strategies and using them to support the continuous development of all students.	NA	1	2	3	4
h. Being a more reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.	NA	1	2	3	4
i. Using data and assessments to inform and instruct classroom practice.	NA	1	2	3	4

Technology Integration:

a. I would like to focus on using appropriate instruments, electronic equipment, computer and networks to access information, process ideas, and communicate results.	NA	1	2	3	4
---	----	---	---	---	---

Institute Activity Plan

FIRST WEEK:

DATE	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Institute Activity Plan

SECOND WEEK:

DATE	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Professional Development Standards for the TEACHER

Learning Communities

Standard 1: Professional development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Objective 1.1: The teacher meets regularly with colleagues during the school day to plan instruction.

Objective 1.2: The teacher aligns collaborative work with school improvement goals.

Objective 1.3: The teacher participates in learning teams, some of whose membership extends beyond the school.

Leadership

Standard 2: Professional development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Objective 2.1: The teacher participates in instructional leadership development experiences.

Objective 2.2: The teacher serves in a variety of instructional leadership roles.

Objective 2.3: The teacher contributes to the planning of school-based professional learning.

Objective 2.4: The teacher articulates the intended results of professional development programs on teacher practice.

Objective 2.5: The teacher advocates for support of professional development.

Objective 2.6: The teacher articulates the benefits of professional learning.

Resources

Standard 3: Professional development that improves the learning of all students requires resources to support adult learning and collaboration.

Objective 3.1: The teacher participates in professional development during the workday.

Objective 3.2: The teacher accesses funds to support learning priorities.

Objective 3.3: The teacher receives external and internal support related to learning priorities.

Data-Driven

Standard 4: Professional development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Objective 4.1: The teacher analyzes disaggregated student data to identify adult learning priorities at the classroom, school, and district levels.

Objective 4.2: The teacher analyzes a variety of disaggregated data to identify learning need of professionals.

Objective 4.3: The teacher works with colleagues to use disaggregated data to establish professional learning goals.

Objective 4.4: The teacher analyzes relevant student data in order to monitor and revise school and classroom improvement strategies.

Evaluation

Standard 5: Professional development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Objective 5.1: The teacher contributes a variety of data to evaluate the impact of professional development.

Objective 5.2: The teacher collects and analyzes classroom data to determine the impact of professional development.

Research-Based

Standard 6: Professional development that improves the learning of all students prepares educators to apply research to decision making.

Objective 6.1: The teacher uses educational research when making instructional decisions.

Design

Standard 7: Professional development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Objective 7.1: The teacher participates in a variety of appropriate professional development designs aligns with expected improvement outcomes.

Objective 7.2: The teacher participates in long-term and in-depth professional learning.

Professional Development Standards
Guidelines for Oklahoma Schools
National Staff Development Standards (2003)

Appendix G

Objective 7.3: The teacher implements new classroom practices as a result of follow-up support.

Objective 7.4: The teachers uses technology as a component of professional learning when appropriate.

Learning

Standard 8: Professional development that improves the learning of all students applies knowledge about human learning and change.

Objective 8.1: The teacher participates in professional development that mirrors expected instructional methods.

Objective 8.2: The teacher participates in professional learning that impacts depth of understanding.

Objective 8.3: The teacher participates in a variety of professional development experiences appropriate to career stage.

Objective 8.4: The teacher engages in professional development that considers participant concerns about new practices.

Collaboration

Standard 9: Professional development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Objective 9.1: The teacher participates in a school culture that is characterized by collegiality and shared responsibility.

Objective 9.2: The teacher develops knowledge about effective group process.

Objective 9.3: The teacher collaborates successfully with colleagues.

Objective 9.4: The teacher uses effective conflict management skills with colleagues.

Objective 9.5: The teacher uses technology to support collegial interactions.

Equity

Standard 10: Professional development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

Objective 10.1: The teacher analyzes the impact of attitude, background, culture, and social class on the teaching process.

Professional Development Standards
Guidelines for Oklahoma Schools
National Staff Development Standards (2003)

Appendix G

Objective 10.2: The teacher develops skills that communicate high expectations for each student.

Objective 10.3: The teacher establishes a learning environment that is emotionally and physically safe.

Objective 10.4: The teacher demonstrates respect and appreciation for students and families and for their cultural backgrounds.

Quality Teaching

Standard 11: Professional development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Objective 11.1: The teacher demonstrates a deep understanding of subject matter that helps students to meet rigorous standards.

Objective 11.2: The teacher uses appropriate instructional strategies that help students meet rigorous standards.

Objective 11.3: The teacher uses various classroom assessment strategies to monitor student progress toward meeting standards.

Family Involvement

Standard 12: Professional development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Objective 12.1: The teacher develops partnerships with families and other community stakeholders.

Objective 12.2: The teacher implements strategies to increase family and caregiver involvement.

Objective 12.3: The teacher uses technology to increase communication between school and home about student learning.

Title II Part B Mathematics and Science Partnerships Summary Budget

FUND 12
Project Code: **542**

FY2014 Allocation: \$ _____

Fiscal Agent
District: _____

-

County: _____

Object	Function	Instruction 1000	Improvement of Instruction 2210		State and Federal Relations Services 2330				Indirect Cost (IDC) 5400	Subtotals
			Curriculum Development 2212	Staff Training 2213						
100	Salaries									
200	Benefits									
300	Professional Services									
400	Property Services									
500	Other Services									
600	Materials									
700	Property									
800	Other Objects									
970	Indirect Cost IDC % _____									
SUBTOTALS										

Total Budget _____

Special Note: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of this application. If funds are expended on nonallowable programs costs prior to application approval, the LEA is responsible for covering those costs from other funds. No claims will be processed until after the application has been approved.

**Title II Part B Mathematics and Science Partnerships
Budget Detailed Narrative/Justification**

FY2014

FUND 12

Project Code: 542

Fiscal Agent

District: _____

--

--	--	--	--

County: _____

--	--

Itemize and explain each amount budgeted in the Summary Budget. (Use additional pages as necessary.)

Function	Object	Narrative: Detailed Item Description	Narrative: Item Justification/Usage (explanation for need of item)	Cost



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

**Mathematics and Science Partnerships Program
Title II, Part B**

No Child Left Behind Act of 2001 - Public Law 107-110

**2013-2014
Partner Identification Form**

Include a Partnership Identification Form for each partner institution/organization. **Please attach to this form the required Letter of Commitment from the corresponding partner, outlining the role and contributions of the partner.** This letter will also be a form of evidence that the proposed partnership activities are integral to the partner's instructional mission and administrators agree to support participant participation in the project.

1. Name of partner institution/organization: _____
2. Partnership contact: _____
3. Address: _____

4. Phone: _____
5. Fax: _____
6. E-mail: _____
7. As a partner, are you expecting funds paid to you from this grant? Yes _____ No _____
If yes, what services do you intend to provide for the funds you will receive?

Please see next page for questions 8-10

ASSURANCES
Public Schools
(All Federal Grants)

Federal Program General Assurances

The local educational agency (LEA) hereby assures the Oklahoma State Department of Education that:

1. Projects will be administered in conformity with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education amendments of 1972, the Right to Privacy of Student Records (Federal Regulations, November 1975), and any regulations issued thereunder, as well as all other applicable federal and state legislation.
2. Funds will be used to supplement and will in no case supplant funds from nonfederal sources. Equipment, services, and any contracts will be purchased at a cost that is recognized as reasonable and necessary for the performance of the grant award.
3. The control of funds provided, and title to property derived therefrom, shall be in or by a public agency for the uses and purposes provided, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
4. The applicant will make an annual report and such other reports to the State Department of Education (SDE), in such form and containing such information as may be reasonably necessary to enable the agency to perform its duties including information relating to the educational achievements of students participating in such programs and to required fiscal records, and will keep such records and afford such access thereto as the agency may find necessary to assure the correctness and verification of such reports.
5. All prior compliance review and/or audit findings for each included program have been resolved.
6. Provisions have been made for the equitable participation and benefit of children and teachers in private nonprofit schools located within the district.
7. Projects will be administered in conformity with the Stevens Amendment.
8. The LEA will expel from school for a period of not less than one year any student who is determined to have brought a weapon to a school under the jurisdiction of the LEA except that the chief administering officer of the LEA may modify such expulsion requirement for a student on a case-by-case basis (P.L. 89-371).
9. The LEA has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the LEA.
10. The LEA will provide to the State Department of Education a description of the circumstances surrounding any student expulsions for bringing a weapon to school, including the name of the school concerned, the number of students expelled from such schools, and the type of weapons involved.
11. The LEA shall provide, upon a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. The LEA shall provide military recruiters the same access to secondary school students as is provided generally to postsecondary education institutions or to prospective employers of those students. (Section 9528)
12. The above assurances will also apply to any subsequent amendments and to districts participating in multidistrict programs.

Appendix L

13. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.
14. Ownership of copyrights and patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations, state law, and local institutional policies.
15. In accordance with the General Education Provisions Act (GEPA) Section 427, the partners ensure equity of access and participation of students, teachers, and parents in all federal programs. All activities are designed without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.
16. The partner school district serving as fiscal agent for the partnership will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds (including those required under Section 434 of the General Education Provisions Act and EDGAR 80.42) for funds paid to the district under this grant for three (3) years after completion of the project.
17. The project will be administered in compliance with the provisions of the Hatch Act, which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
18. The partner school district serving as fiscal agent assures that the work will be initiated and completed within the applicable time frame after receipt of approval of the awarding agency.
19. The partners will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
20. The partners will comply with the Wild and Scenic Rivers Act of 1968 related to protecting components or potential components of the national wild and scenic rivers system.
21. The partners will comply with the Laboratory Animal Welfare Act of 1966 pertaining to the care, handling, and treatment of warm-blooded animals held for research, teaching, or other activities supported by this award.
22. The partners will comply with the environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972; (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended; (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended; and (h) protection of endangered species under the Endangered species Act of 1973 as amended.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS; DRUG-FREE WORKPLACE; GUN-FREE SCHOOLS; AND SMOKE-FREE SCHOOLS REQUIREMENTS

A. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, or as amended, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Section 82.110, the applicant certifies that:

1. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instruction; and
3. The aforesigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

B. Debarment, Suspension, and Other Responsibility Matters

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

1. The applicant certifies that it and its principals:
 - a. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - b. have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction, violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(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.
2. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

C. Drug-Free Workplace (Grantees Other Than Individuals)

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

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

Appendix L

- a. publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
 - b. establishing an ongoing drug-free awareness program to inform employees about:
 - (1) the dangers of drug abuse in the workplace;
 - (2) the grantee's policy of maintaining a drug-free workplace;
 - (3) any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
2. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph 1.
 3. Notifying the employee in the statement required by paragraph 1 that, as a condition of employment under the grant, the employee will:
 - a. abide by the terms of the statement; and
 - b. notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
 4. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph 3(b) 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. (Room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.
 5. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph 3(b), with respect to any employee who is so convicted:
 - a. 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
 - b. 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.
 6. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1, 2, 3, 4, 5, and 6.

D. Gun-Free Schools

As required by the Gun-Free Schools Act, Section 300.1 of ESEA of 1965 as amended:

1. The applicant certifies that it will, or will continue to, provide a gun-free school.
 - a. No assistance may be provided to any local educational agency under this act unless such agency has in effect a policy requiring 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 the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirement for a student on a case-by-case basis.
 - b. For the purpose of this section, the term "weapon" means a firearm as such term is defined in Section 921 of Title 18, United States Code. Each local educational agency requesting assistance from the state educational agency that is to be provided from funds made available to the state under this act shall provide to the state, in the application requesting such assistance:
 - (1) an assurance that such local educational agency has in effect the policy required by subsection (a); and
 - (2) a description of the circumstances surrounding any expulsions imposed under the policy required by subsection (a), including:
 - the name of the school concerned,
 - the number of students expelled from such school, and
 - the types of weapons concerned.

E. Smoke-Free Schools

As required by the Environmental Tobacco Smoke Act, Section 1043 Part C “Nonsmoking Policy for Children’s Services”:

The applicant certifies that it will, or will continue to, provide a smoke-free school as required in Section 1043 (a):

Prohibition: After the date of the enactment of this act, no person shall permit smoking within any indoor facility owned or leased or contracted for and utilized by such person for provision of routine or regular kindergarten, elementary or secondary education, or library services to children.

F. Schools Serving Delinquent Children

1. Each local educational agency operating a program for delinquent children shall have on file the formal agreement between the local educational agency and the correctional facility and alternative school programs serving youth involved with the juvenile justice system to operate programs for delinquent children.
2. Each local educational agency operating a program for delinquent children shall coordinate with other federal, state and local programs, such as programs under the Job Training and Partnership Act and the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
3. Each local educational agency operating a program for delinquent children will assure correctional facilities working with youth are aware of a child’s existing individualized education program.

G. School Prayer

1. **Certification** – As a condition of receiving funds under NCLB, a local educational agency shall certify in writing to the state educational agency involved that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection 9524(a). The certification shall be provided by October 1 of each year. The state educational agency shall report to the Secretary by November 1 of each year a list of those local educational agencies that have not filed the certification or against which complaints have been made to the state educational agency that the local educational agencies are not in compliance with this section.
2. **Enforcement** – The Secretary is authorized and directed to effectuate subsection (b) by issuing, and securing compliance with, rules or orders with respect to a local educational agency that fails to certify, or is found to have certified in bad faith, that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

H. Equity for Students, Teachers, and Other Program Beneficiaries - General Education Provisions Act (GEPA) Requirements (Section 427 of GEPA)

The local education agency ensures equity of access and participation of students, teachers, and parents in all federal programs through the District Consolidated Application. All activities are designed without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.

Mathematics and Science Partnerships Project
Title II, Part B

MSP E-Magazine

In addition to the United States Department of Education (USDE) requirements for the submission of the Mathematics and Science Partnerships (MSP) Program Annual Performance Report, the Oklahoma State Department of Education (OSDE) requires that all MSP recipients submit additional information and program products through digital means for a MSP online E-Magazine. **Product requirements include:**

- Narratives for Mathematics and Science Partnership Programs including activities from summer institutes and participant testimonials:
 - Pictures and/or videos should be attached to the narrative
 - Pictures should include captions
 - Videos should include a written summation explaining background and purpose of the content in the video

- Resources developed from MSP:
 - Lesson plan/activities
 - Professional development videos
 - Inquiry
 - Best practices for teaching mathematics and science
 - Mathematics and science practices
 - Mathematics and Science content videos
 - Real-world application of mathematics and science videos

Definitions

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

- A. **Professional Development**: The term “professional development” means instructional activities that:
- (1) Are based on scientifically based research and aligned to the Oklahoma Academic Standards, <www.sde.ok.gov>, student academic achievement standards, and assessment;
 - (2) Improve and increase teachers’ knowledge of the academic subjects they teach;
 - (3) Enable teachers to become highly qualified;
 - (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and
 - (5) Are not one-day or short-term workshops or conferences.
- B. **Scientifically Based Research**: The term “scientifically based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:
- (1) Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (2) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (3) 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;
 - (4) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
 - (5) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
- C. **Partnerships**: The *Mathematics and Science Partnership (MSP)* projects are intended to enhance the capacity local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A *partnership* between local school districts and institutions of higher education’s science, technology, engineering, and mathematics (STEM) faculty is the conduit used to reach these goals and is required in these projects.

**Declaration of Intent to Participate
Private Schools**

Mathematics and Science Partnerships Program

School Year 2013-2014 (FY2013)

For a private school to be eligible to participate in federal education programs administered by the local school district, both pages of this form must be completed, signed by the private school administrator and returned by the local private school district to the Federal Programs office.

County: _____ Lead LEA School District: _____

Lead LEA School Program Director: _____

Lead LEA School Program Director Phone: _____ Fax: _____

Private school officials who desire their teachers and students to benefit from federal educational programs through collaboration with the local school district must be accredited either by the State Board of Education or by the Oklahoma Private School Accreditation Commission (OPSAC) which is an accreditation entity approved by the State Board of Education. Registration with the State Department of Education is an alternative to accreditation. Participating private schools must also have 501(c)(3) certification issued by the Internal Revenue Service.

Indicate (✓) the status of the private school:

- (1) Accredited by the State Board of Education (SBE).
 (2) Accredited by the SBE through the Oklahoma Private School Accreditation Commission.
 (3) Our school is not accredited, but we wish to register with the State Department of Education.

Provide the information requested below for use by the SDE in calculating federal program allocations for the district and each participating private school in the 2012-2013 school year.

I. Private School Name: _____

Mailing address: _____

Private School Administrator: _____ Fax: _____

Federal Tax Exempt Number (IRS Code Section 501(c)(3): _____

II. **Total enrollment in K-12 on Tuesday, October 1, 2013. Do not include preschool or homebound enrollment.**

Total enrollment _____

III. Indicate (✓) Declaration of Intent to Participate in federal educational program in which the private school will participate during 2013-2014.

Title II Part B: Mathematics and Science Partnerships

STATEMENT OF ASSURANCES
PRIVATE SCHOOLS

MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM

To be eligible to participate in federal programs under the Elementary and Secondary Education Act as administered by the local public school district, private schools must be organized according to the recognized patterns shown below.

MINIMUM CRITERIA FOR REGISTRATION AND ASSURANCES

- 1. School will be in session for 180 days. Five (5) days may be professional days.
- 2. School will be in session six (6) hours per day exclusive of lunch time.
- 3. Adequate and appropriate facilities, supplies, and equipment will be provided to carry out the educational program.
- 4. A governing board will develop objectives and oversee program implementation.
- 5. Safe and sanitary conditions will be maintained in buildings where children receive instruction.
- 6. Compliance with Title VI of the Civil Rights Act, Title IX of Public Law 92-318, Family Education Rights and Privacy Act, Public Law 105-17 (IDEA), Section 504 of the Vocational Rehabilitation Act of 1973, and with the rules and regulations thereunder governing the programs and funds is assured.
- 7. School officials will meet with local school district administration to provide suggestions, ideas, program options, etc., that meet the needs of their participants to help the local school district in planning, implementing, and evaluating programs, services, and activities supported by federal program allocations.
- 8. Services, materials, and equipment provided for the benefit of participating private school students must be secular, neutral, and nonideological. Control of federal funds and the title to any equipment and materials must remain with the public agency, i.e., the local educational agency (LEA). No federal funds may be paid to any private school and the title to equipment and materials may not be transferred to any private school.
- 9. If a student is attending a private school in one district and residing in the attendance area of another district, the school officials of the district where the private school is located is responsible for notifying the district in which the student resides.

The Organizational Patterns of Schools as specified by the State of Oklahoma are listed below. Please check (✓) all that apply and enter enrollment figures. *Do not include preschool or homebound enrollment.*

Elementary School	Middle School	Junior High	High School
<input type="checkbox"/> K-6 _____	<input type="checkbox"/> 6-8 _____	<input type="checkbox"/> 7-9 _____	<input type="checkbox"/> 9-12 _____
<input type="checkbox"/> K-8 _____	<input type="checkbox"/> 6-7 _____	<input type="checkbox"/> 7-8 _____	<input type="checkbox"/> 10-12 _____
	<input type="checkbox"/> 7-8 _____	<input type="checkbox"/> 8-9 _____	

The state minimum school term length is 180 days. Indicate the length of your school term: _____

The state minimum school day length is six (6) hours. Indicate the length of your school day: _____

Private School Administrator (*signature*) **Date**

Private School Name

**Affirmation of Consultation
Private School
School Year 2013-2014 (FY2013)**

Federal regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible nonpublic school children, teachers, and other educational personnel to participate in federal programs, (EDGAR76.650-76.662). Consultation shall continue throughout the implementation and assessment of activities.

The following topics must be discussed during the ongoing consultation process:

1. Describe the consultation that took place including meeting date, those in attendance and agenda. (Attach agenda.)
2. Describe the needs of the eligible private school students/teachers and how these needs have been/and will continue to be identified.
3. What identified services will be provided? Explain how, when, where, and by whom the services will be provided.
4. How and when will the services be assessed and how will the results of the assessment be used to improve the services?
5. What is the amount of estimated grant funding available for the agreed upon services?

Response: The Lead LEA is to briefly respond to each of the five items above.

WE AGREE that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school students/teachers under NCLB.

WE AGREE that we have participated in meaningful and timely discussion in this grant opportunity for the Mathematics and Science Partnerships Program.

WE AGREE that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under NCLB.

Lead LEA Superintendent	Date	Lead LEA District
Lead LEA School Address		Lead LEA Phone Number
Private School Administrator Signature	Date	Name of Private School
Private School Address		Private School Phone Number

Private School wishes to participate in the Mathematics and Science Partnerships Program Yes _____ No _____

**2013-2014 Mathematics and Science Partnerships Program
Title II Part B
Initial Check-In Sheet**

Lead LEA/District _____ Date received _____

Project Title _____

District Partners _____ # Business Partners _____ # University Partners _____

Funding Request _____

1. Which of the following indicator meets the application requirement for the LEA:
 - A district in which **40 percent** of the children are from families with incomes below the poverty line based on the LEA's Free and Reduced Lunch Count
 - A district that is at **20 percent** poverty determined by the census
 - A district with a site(s) designated as priority and/or focus status for the 2013 school year
 - A district with a percentage of math and/or science classes not taught by highly qualified teachers
2. Is there an institution of higher education listed as a partner? **Yes** ___ **No** ___
3. Is the staff from the institution of higher education from the engineering, mathematics, or science department, with a degree in engineering, mathematics, or science? **Yes** ___ **No** ___

II. Application

√		Points
	A. Proposal Cover Sheet (Appendix B)*	
	1. Partner List (Appendix C)*	
	B. Abstract	
	C. Project Narrative –	-
	1. Goals and Objectives	
	2. Action Plan (Example Appendix D)	
	3. Summary of results and analysis of the Comprehensive Needs Assessment (Appendix E)	
	4. Institute Activity Plan (Appendix F)	
	5. Alignment of Project Goals, Objectives and Activities with Professional Development Needs (Appendix G)	
	6. Program Personnel Qualifications (Do not attach résumés)	
	7. Evaluation and Accountability Plan	
	8. Sustainability	
	9. Commitment and Capacity of Partnership/Institutional Capacity	
	D. Bibliography	
	E. Budget	-
	1. Summary Budget Form (Appendix H)	
	2. Budget Justification/Narrative (Appendix I)	
	F. Appendix	-
	a. Partner Identification Form (Appendix J)*	
	b. District Affirmation of Partnership Consultation - Public Schools (Appendix K)* Partnership Planning Meeting Memo from Lead LEA*	
	c. Partnership Letter of Commitment*	
	d. E-Magazine Products (Appendix M)	
	e. Definitions (Appendix N)	
	f. Declaration of Intent to Participate in the MSP Grant for Private Schools (Appendix O)*	
	g. Statement of Assurances for Private Schools (Appendix O)*	
	h. District Affirmation of Consultation with Private Schools (Appendix P)*	