



# 2014 Math and Science Partnership Mini Grant

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## I. Introduction to the Mathematics and Science Partnership

In January 2002, the *No Child Left Behind Act of 2001 (NCLB)* became law. Title II, Part B (<http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html>) of this legislation authorizes a Mathematics and Science Partnerships (MSP) competitive grant program. The intent of this program is to

1. improve and upgrade the status and stature of mathematics and science teaching;
2. focus on the education of mathematics and science teachers as a career-long process;
3. bring mathematics and science teachers in elementary and secondary schools together with scientists, mathematicians, and engineers;
4. develop more rigorous mathematics and science curricula; and
5. improve and expand training of mathematics and science teachers, including training in effective integration of technology.

To reach these objectives, the MSP funds have identified 10 Authorized Activities listed in Section VI.

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 enact selected activities that will impact improvements in student outcomes by addressing the intent of the MSP competitive grant program described in paragraph one of this subsection. A detailed description of the Eligible Applicants is provided in Section IV.

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. Introduction to the MSP Mini Grant

The MSP Mini Grant is a unique opportunity resulting from carryover funds from the 2013-2014 total funding allotment, which are in jeopardy of expiring and being returned to the federal government. Recognizing the potential consequences for delayed action and the substantial opportunity to provide supplemental funding to achieve the intent of the MSP competitive grant, the OSDE STEM Team is excited to offer this incredible opportunity to Oklahoma schools in the form of a Mini Grant, not to exceed \$40,000 per program. Because this MSP Mini Grant occurs within the same fiscal year as the 2013 MSP Grant, awardees of the 2013 MSP Grant are not eligible to participate in this Mini Grant cycle.

Due to the extremely important time limitations associated with the expenditure of this carryover funding, our primary interest is creating a simple grant structure that allows for the expeditious awarding of funds so that they might be **encumbered no later than September 30, 2014 and all claims must be submitted to the OSDE by December 5, 2014** (see Important Dates in Section IV). With this in mind, the MSP Mini Grant has a unique structure consisting of two major components: (1) Packet of Intent and (2) Pitch Day. Each of these is detailed in Section VII.

The 2014 MSP Mini-Grant will be focused on meeting the 3 Goals and 8 Strategies outlined the STEM Strategic Report<sup>1</sup>.

**Table 1: Goals and Strategies Defined in the 2013 STEM Strategic Report**

<ol style="list-style-type: none"><li>1. Access to STEM Education<ol style="list-style-type: none"><li>1. Innovative Instruction</li><li>2. Learning Environment</li></ol></li><li>2. Highly Effective STEM Education<ol style="list-style-type: none"><li>1. Teacher Recruitment</li><li>2. Teacher Expertise</li><li>3. Professional Development</li><li>4. Recognition</li></ol></li><li>3. Leverage Stakeholder Support<ol style="list-style-type: none"><li>1. Community Partnerships</li><li>2. STEM Awareness</li></ol></li></ol>
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<sup>1</sup> OSDE, 2013 - [http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/STEM\\_Strategic\\_Report2013.pdf](http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/STEM_Strategic_Report2013.pdf)



In addition, the 2014 MSP Mini-Grant is targeted toward four Focus Areas, which are listed below and further detailed in Section V.

**Table 2: Focus Areas**

Focus Area A	Elementary Science and Math Integration
Focus Area B	Middle School Math Initiative
Focus Area C	STEM Blocks
Focus Area D	Open Projects

*Priority will be given to proposals from Focus Areas A-C. Priority will also be given to regions<sup>2</sup> that include proposals that meet each of the Focus Areas A-C.*

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<sup>2</sup> As defined by the Oklahoma REAC3H Regional Network - <http://okmathteachers.com/oklahoma-reac3h-regions>  
MSP Mini Grant RFP (Revised March 2014)



### III. Definitions

**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.

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 and Reduced Lunch Count; **or**
2. A district that is at **20 percent** poverty determined by the census; **or**
3. \*A district with a site(s) designated as priority and/or focus status for the 2013 school year; **or**
4. \*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.)*



## IV. Eligible Applicants and Timeline

*Current MSP Grant Awardees (2013 Cycle) are not eligible to apply as a Lead LEA on any MSP Mini Grant, but may participate as a Partner. This limit does not apply to potential future MSP Grant Awardees (2015 Cycle).*

Eligible applicants<sup>3</sup> are required to consist of a high-need local educational agency (LEA) and an engineering, mathematics, or science department of an institution of higher education. Multiple higher education institutions and LEA partners are allowed, including public charter schools, public or private elementary or secondary schools, or a consortium of such schools. Further, a non-profit/for-profit organization who has a demonstrated effectiveness in improving the quality of mathematics and science teachers and businesses may be included in the partnership.

The limitations of the MSP Mini Grant are unique and requires careful attention on the part of the applicant. The following dates are critical and each applicant must assure that they are capable of meeting each deadline.

<b>May 1</b>	Packet of Intent Submitted
<b>May 5-14</b>	Pitch Days - Completed Proposal due
<b>May 22</b>	Grant Awards Announced
<b>June 19</b>	MSP Mini Collaboration Event at the OSDE
<b>July 1</b>	Grant Cycle Officially Begins
<b>Sep 30</b>	Award Funds Must Be Encumbered
<b>Dec 5</b>	Claims for Award Funds Must Be Submitted to the OSDE

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<sup>3</sup> See Section 2202.b.1 for exact definitions - <http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html#sec2202>  
MSP Mini Grant RFP (Revised March 2014)



## V. Focus Areas

**Table 3: Focus Areas and Descriptions** <sup>4, 5, 6</sup>

Focus	Proposal Descriptions
All Focus Areas	<p><i>All Proposals Shall:</i></p> <ul style="list-style-type: none"> <li>engage in authorized activities defined in Section VI, except for activities relating to Key Goal 3, "Establish and operate science/math summer workshops or institutes," as this Goal is met through the current Oklahoma MSP Grant</li> <li>outline a strategic approach for reaching out to regional teachers<sup>4</sup></li> <li>outline a strategic approach for sharing all program products and resources with all Oklahoma teachers</li> </ul>
A. Elementary Science and Math Integration	<p>Proposals shall:</p> <ul style="list-style-type: none"> <li>support the content and pedagogical expertise of 4th and 5th grade math and science teachers</li> <li>emphasize non-superficial math and science integration</li> <li>incorporate the Oklahoma Academic Standards for Mathematics (CCSS)<sup>5</sup></li> <li>incorporate the Oklahoma Academic Standards for Science<sup>6</sup></li> <li>emphasize Authorized Activities related to Key Goals 1, 2, and 5</li> </ul>
B. Middle School Math Initiative	<p>Proposals shall:</p> <ul style="list-style-type: none"> <li>support the content and pedagogical expertise of Middle School Math teachers (may include grades 5-9, but should emphasize grades 6-8)</li> <li>incorporate the Oklahoma Academic Standards for Mathematics (CCSS)<sup>5</sup></li> <li>emphasize Authorized Activities related to Key Goals 1, 2, and 5</li> </ul>

Table continued on page 8.

<sup>4</sup> As defined by the Oklahoma REAC3H Regional Network - <http://okmathteachers.com/oklahoma-reac3h-regions>

<sup>5</sup> As approved by the Oklahoma State Department of Education in 2010 - <http://www.ok.gov/sde/mathematics#Standards and Assessments>

<sup>6</sup> As approved by the Oklahoma State Department of Education on March 25, 2014 - <http://www.ok.gov/sde/sites/ok.gov.sde/files/Oklahoma%20Academic%20Standards%20for%20Science.pdf>



**Table 3: Focus Areas and Descriptions Continued** 7, 8, 9, 10, 11

Focus	Proposal Descriptions
C. STEM Blocks	Proposals shall: <ul style="list-style-type: none"> <li>• support the content and pedagogical expertise of High School math and science teachers.</li> <li>• incorporate the Oklahoma Academic Standards for Mathematics (CCSS)<sup>7</sup></li> <li>• incorporate the Oklahoma Academic Standards for Science<sup>8</sup></li> <li>• emphasize Authorized Activities related to Key Goal 5, specifically designing 6-week, highly contextualized, integrated courses<sup>9</sup></li> </ul>
D. Open Proposals	Proposals shall: <ul style="list-style-type: none"> <li>• directly support identified needs of math and science educators in the district, region, or across the state</li> <li>• align to at least one of the three STEM Goals<sup>10</sup></li> <li>• align to at least one of the eight STEM Strategies<sup>11</sup></li> </ul>

<sup>7</sup> As approved by the Oklahoma State Department of Education in 2010 - <http://www.ok.gov/sde/mathematics#Standards and Assessments>

<sup>8</sup> As approved by the Oklahoma State Department of Education on March 25, 2014 - <http://www.ok.gov/sde/sites/ok.gov.sde/files/Oklahoma%20Academic%20Standards%20for%20Science.pdf>

<sup>9</sup> See a brief description of STEM Blocks on page 11 of the 2013 STEM Strategic Report - [http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/STEM\\_Strategic\\_Report2013.pdf](http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/STEM_Strategic_Report2013.pdf)

<sup>10</sup> See Section II, Table 1 of this document.

<sup>11</sup> See Section II, Table 2 of this document.



## VI. Authorized Activities

**Table 4: Key Goals and Authorized Activities**

Key Goals	NCLB Title 2, Part B (Section 2202.c) Authorized Activities
(1) Increasing science / math teacher content knowledge	Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of such teachers.
(2) Promoting teaching skills	Promoting strong teaching skills for mathematics and science teachers and teacher educators, including integrating scientifically-based and technology-based teaching methods.
(3) Establish and operate science/math summer workshops or institutes.	<i>Not available for the MSP Mini Grant.</i>
(4) Recruiting math, engineering, science majors into teaching	Recruiting mathematics, engineering, and science majors into teaching through the use of: (A) signing and performance incentives; (B) stipends for certification through alternative routes; (C) scholarships to pursue advanced course work in STEM; and (D) other programs that the State educational agency determines to be effective in recruiting and retaining individuals.
(5) Developing curricula or aligning to state standards	Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and science.
(6) Establishing distance learning	Establishing distance learning programs for math and science teachers using curricula that are innovative, content-based, and grounded in current scientifically-based research.
(7) Peer mentoring by teachers	Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other teachers at the school and to assist beginning and other teachers at the school, including mechanisms to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.



<b>Key Goals</b>	<b>NCLB Title 2, Part B (Section 2202.c) Authorized Activities</b>
(8) Exposure to STEM professionals	Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research experience in science and mathematics.
(9) K-8 science/math expertise-building	Designing programs to identify and develop exemplary mathematics and science teachers in the kindergarten through grade 8 classrooms.
(10) Encouraging underrepresented individuals into STEM	Training mathematics and science teachers and developing programs to encourage young women and other underrepresented individuals in mathematics and science careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.



## VII. Application Components and Requirements

*Unlike the standard grant proposal, this Mini Grant requires the Packet of Intent be submitted (subsection A). All eligible applicants will be invited to submit their Complete Proposal and present their idea at a Pitch Day (subsection B).*

### A. Packet of Intent (Due May 1, 2014):

Each Packet of Intent will go through a qualifying screening process to determine eligibility. Packets of Intent that pass preliminary screening will be selected to pitch their proposal to a committee of reviewers.

#### Content of Packet of Intent Shall Include:

- Proposal Cover Sheet ([Appendix A](#))
- 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.
- Complete Partner List ([Appendix B](#))
- Budget and Draft Budget Justification ([Appendix C and D](#))
  - Based on guidance from the United States Department of Education, the OSDE will closely examine budget justifications in the areas of Project Director salaries, teacher stipends, and Higher Education Partners.
- If you are an applying district, it is required that your district have a Fund 12 established. The Fund 12 must be approved by your local Board of Education.

### B. Pitch Day (May 5, 2014 - May 14, 2014):

Once the Packet of Intent has been deemed eligible, the Oklahoma State Department of Education will coordinate with the applying project director to schedule a **20 minute “pitch” presentation** to be held at the Oklahoma State Department of Education in Oklahoma City between **May 5 and May 14**.

The Pitch Presentation can be conducted in person or virtually and should convey the intent of the proposed activities. While some components are required in the Pitch, the actual structure and delivery is mostly up to the discretion of the presentation team. Below, components required within the Pitch Presentation are listed in **paragraph 1** of this subsection. At the Pitch Day, the eligible partnership will submit their Complete Proposal as discussed in **paragraph 2** of this subsection.



## 1. The Pitch Presentation:

The Pitch Presentation must include a description of the implementation of activities and address each of the following items:

- a. Address how the proposal will meet the 5 Areas of Intent of the Math and Science Partnership (from Section I)
- b. A clear statement of the pedagogical foundations for the proposal should be made.
- c. Address how the selected Focus Areas (Section V) will be achieved through the proposed Authorized Activities (Section VI).
- d. Address how the proposal will align with Professional Development needs of the participating districts.
  - i. Presentation of implementation plans may refer to:
    - District Test Scores;
    - Teacher Feedback;
    - Administrator Feedback;
    - Student Feedback;
    - Parent/Community Feedback; or
    - Any Current Evaluation of the School.
- e. Address how the activities will:
  - i. Be aligned to the Oklahoma Academic Standards for 2014-2015 for Mathematics<sup>12</sup> and Science<sup>13</sup> - <http://sde.ok.gov/oklahoma-academic-standards>
  - ii. Be aligned to other educational activities that promote student academic achievement in mathematics and science.
  - iii. In as much as possible, incorporate *both* mathematics and science concepts.
- f. Address how the proposed activities involve 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. Higher Education Partners are an essential requirement for this grant (see page 2).
- g. Where applicable, identify how relevant career pathways will be introduced to teachers to support them in providing STEM career awareness for their students.

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<sup>12</sup> As approved by the Oklahoma State Department of Education in 2010 - <http://www.ok.gov/sde/mathematics#Standards and Assessments>

<sup>13</sup> As approved by the Oklahoma State Department of Education on March 25, 2014 - <http://www.ok.gov/sde/sites/ok.gov.sde/files/Oklahoma%20Academic%20Standards%20for%20Science.pdf>



## 2. The Completed Proposal (Due Day of Pitch Presentation):

- a. **Action Plan** - An overview of the *Action Plan*, which includes timeline of events necessary for project success.
- b. **Summary of Needs** - A summary of the needs with respect to the teaching and learning of mathematics and science of all school districts or schools that comprise the eligible partnerships.
  - i. A survey may be developed by the applying partnership, AND/OR
  - ii. Each eligible partnership may choose to compose their own statement of need relying on any combination of the following items:
    - District Test Scores;
    - Teacher Feedback;
    - Administrator Feedback;
    - Student Feedback;
    - Parent/Community Feedback; or
    - Any Current Evaluation of the School (such as the A-F Report Card).
- c. **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.
- d. **Partner Identification Form** - Required for each eligible partner ([Appendix E](#)).
- e. **District Affirmation of Partnership Consultation (for Public Schools)** - Required for each eligible partner. ([Appendix F](#))
- f. **Declaration of Intent and Statement of Assurances (for Private Schools)** - Required for each eligible partner. ([Appendix G](#))
- g. **District Affirmation of Partnership Consultation (for Private Schools)<sup>14</sup>** - Required for each eligible partner. ([Appendix H](#))
- h. **Sustainability** - Include evidence that the objectives and goals of the grant proposal support existing programs or efforts of the Lead LEA and the Oklahoma State Department of Education.
- i. **Assessment of Participant Growth** - Provide assurance that the program will meet these mandatory requirements:
  - i. All Partnerships must utilize the Survey of Enacted Curriculum<sup>15</sup>. This cost should be included in the Budget and Budget Justification.
  - ii. Partnerships must also utilize an instrument that is specific to the proposed activities to determine the growth of the participants' content knowledge.
    - This may be purchased or internally developed.

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<sup>14</sup> See Section X, Paragraph E of this document for further details regarding the notification of Private Schools.

<sup>15</sup> <http://seconline.org>



- This survey must be completed both before and after the selected activity. A summary of the results will be requested at the completion of the grant cycle as defined in Section IX.C.
- j. **Institution Review Board Certification** (if applicable)
- k. **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.
- l. **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 food or any 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 carry out the responsibilities of the grant, and, then the items must be returned to the Lead LEA at the completion of the grant period.
  - i. **Include a Final FY2014 Summary Budget** - This should be included even if no changes were made from the Budget submitted within the Packet of Intent. ([Appendix I](#))
  - ii. **Include Final Budget Narrative/Justification** - The budget narrative/justification 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. ([Appendix J](#))
  - iii. It is required that the Program Director and Lead LEA Chief Financial Officer maintain a 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.
  - iv. 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.



- v. 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.



## VIII. OSDE and USDE Evaluation

Each awarded project director will be required to complete two brief Benchmark Performance Reports and submit them to the Oklahoma State Department of Education (OSDE). The intention of these reports are to keep a record of the awarded program throughout the entire grant cycle and allow OSDE staff to better evaluate the programs. This will be a topic covered at the MSP Collaboration Day in June.

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:

1. Project Profile
2. Project Narrative

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 2013-2014 USDE Annual Performance Report.



## IX. Proposal Submission and Review

### A. Submission

Applicants must bring **four** copies of the Completed Proposal materials to the Pitch Presentation. If applicants prefer to present materials via virtual means for the Pitch Presentation, they should e-mail Completed Proposal materials to Jeff Downs at [Jeff.Downs@sde.ok.gov](mailto:Jeff.Downs@sde.ok.gov).

#### 1. Deadlines:

1. **Packet of Intent** materials must be received at the Oklahoma State Department of Education no later than 4:30 p.m. on Tuesday, May 1, 2014.
2. **Completed Proposals** should be received no later than the day of the pitch presentation for those presenting in person or 24-hours prior for those submitting pitch presentations virtually.

### B. Review Process

1. As presentations are delivered, OSDE staff will review for completeness and compliance with the requirements set forth in this application to determine applicant eligibility.
2. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the program director of the proposing organization.
  - a. 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. Such decisions made by the OSDE are final.
  - b. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified.
3. Grant reviewers will evaluate eligible applications based on the required application components and the established criteria. The grant readers and members of the Pitch Panel will review each eligible application and make recommendations to the OSDE in the areas of program, budget, and efficacy.
4. 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.
5. 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.



## X. Award Administration

### A. Notification of the Award

After completion of the review process, the Program Director will be notified of the status of their proposal via e-mail. This is tentatively scheduled for May 22, 2014.

### B. Award Conditions

After the OSDE notifies Program Directors of their award, they should be aware of the following requirements:

1. *All Project Teams (project directors, program coordinators, and fiscal agents) shall attend the MSP Mini Collaboration Event at the Oklahoma Department of Education in Oklahoma City on June 19, 2014.*
  - a. Travel costs and hotels will be paid by the OSDE
  - b. Agenda for meeting will be provided when grants are awarded
2. *Supplement Not Supplant* - Funds received shall be used to supplement and not supplant funds that would otherwise be used for proposed activities.
3. *Subgranting* - The Lead LEA must be aware that subgranting this award is not allowable.

### C. Duration of Grants

Activities for the Mini Grant award will be effective from July 1, 2014 through December 5, 2014. All funds during the award year must be encumbered by September 30, 2014. All funds must be claimed to the OSDE by December 5, 2014.

*Each grant year is considered a new grant; therefore, unexpended funds are not considered carryover funds.*

### D. Modifications Notification

The Lead LEA responsibilities include *notifying* the OSDE when modifications are 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. **This must be in writing and requires receiving official approval from the OSDE.**



## E. 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.

- 1. 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.
- 2. 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.
- 3. 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.
- 4. Documentation:** The Lead LEA must submit the signed Declaration of Intent to Participate in the MSP Grant, Statement of Assurances for Private Schools, and District Affirmation of Consultation with Private Schools (Appendices I and J). 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.



## XI. Checklist

<p><b>Eligibility</b> (Section IV and related Definitions in Section III)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Lead LEA is High Needs (III)</li> <li><input type="checkbox"/> The Partnership includes at least one Higher Education department (III)</li> <li><input type="checkbox"/> The Lead LEA is the Fiscal Agent and has Fund 12 (VII.A.5)</li> <li><input type="checkbox"/> Activities align to:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Key Goals and Allowable Activities (IV)</li> <li><input type="checkbox"/> One Focus Area (V)</li> </ul> </li> </ul>
<p><b>Timeline</b> (Section IV and related Duration of Grants provided in Section X.C)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>May 1</b> Packet of Intent Submitted</li> <li><input type="checkbox"/> <b>May 5-14</b> Pitch Days - Completed Proposal due</li> <li><input type="checkbox"/> <b>May 22</b> Grant Awards Announced (tentative)</li> <li><input type="checkbox"/> <b>July 1</b> Grant Cycle Officially Begins</li> <li><input type="checkbox"/> <b>June 19</b> MSP Mini Collaboration Event</li> <li><input type="checkbox"/> <b>Sep 30</b> Award Funds Must Be Encumbered</li> <li><input type="checkbox"/> <b>Dec 5</b> Claims for Award Funds Must Be Submitted</li> </ul>
<p><b>Packet of Intent</b> (Section VII.A)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content of Packet of Intent Shall Include (VII.A):             <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover Sheet</li> <li><input type="checkbox"/> Abstract</li> <li><input type="checkbox"/> Complete Partner List</li> <li><input type="checkbox"/> Budget and Justification</li> <li><input type="checkbox"/> Fund 12</li> </ul> </li> <li><input type="checkbox"/> All materials must be received at the Oklahoma State Department of Education <u>no later than 4:30 p.m. on Tuesday, May 1, 2014.</u> (IX.A.1.a)</li> </ul>



**Pitch Day Presentation and Completed Proposal**

(Section VII.B)

- Schedule Pitch Day (VII.B)
  - \_\_\_\_\_
- Presentation Shall Address (VII.B.1):
  - 5 Areas of Intent of the Math and Science Partnership
  - Pedagogical Foundations
  - Focus Areas
  - Authorized Activities
  - Professional Development needs of the participating districts
  - Implementation Plans
  - Alignment to Oklahoma Academic Standards
  - Promoting student academic achievement in mathematics and science.
  - Involvement of the expertise
  - Where applicable, relevant career pathways
- Complete Proposal Shall Include (VII.B.2):
  - Action Plan
  - Summary of Needs
  - Program Personnel Qualifications
  - Partner Identification Form
  - District Affirmation of Partnership Consultation (for Public Schools)
  - Declaration of Intent and Statement of Assurances (for Private Schools)
  - District Affirmation of Partnership Consultation (for Private Schools)
  - Sustainability
  - Assessment of Participant Growth
  - Institution Review Board Certification (if applicable)
  - Bibliography
  - Budget
  - 4 Copies of Complete Proposal (if presenting in person) (IX.A.1.b)
  - E-mail copy of Complete Proposal 24-hours in advance (if presenting virtual) to [Jeff.Downs@sde.ok.gov](mailto:Jeff.Downs@sde.ok.gov). (IX.A.1.b)



**Award Administration**

(Section X)

- All Awarded Projects Shall (X.B):
  - Attend the two-day Collaboration Event
  - Ensure funds shall be used to *supplement* and not supplant funds that would otherwise be used for proposed activities
  - Ensure that *subgranting* will not occur
- All Awarded Projects must notify the OSDE, in writing, regarding any modifications within the parameters of the grant, which shall be reviewed by the OSDE to determine if the modifications are approved (X.D)