



Illinois State Board of Education


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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

November 20, 2018

TO: Eligible Applicants

FROM: Tony Smith, Ph.D. 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2019 Math and Science Partnership (MSP)

CSFA Number: 586-47-0429
CSFA Title: NCLB- Title II Math and Science Partnership
CFDA Number: 84.366
CFDA Title: Math and Science Partnership

Eligibility and Application Information

Eligible Applicants: Grant will be awarded to **one** eligible partnership. An eligible partnership, at a minimum, is composed of one approved public or private institution of higher education (IHE) and one (or more) Local Education Agencies (LEAs) (i.e., a public district **and** private school). There may be more than one LEA within the partnership; however, at least one LEA must qualify as high-need. There may be only one IHE. To be eligible, an IHE must include faculty from the divisions of teacher preparation from science, technology, engineering, and mathematics (STEM) in the partnership activities. Any entity in the partnership may serve as the fiscal agent, including Regional Offices of Education (ROEs) or Intermediate Service Centers (ISCs).

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete an FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2019 Programmatic Risk Assessment through the Illinois State Board of Education (ISBE) Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM): Each applicant (unless the applicant is an individual or federal or state awarding agency that is

exempt from those requirements under 2 CFR § 25.110(b) or (c) or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

Merit-Based Review and Selection Process for Competitive Grants: ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at <https://www.isbe.net/Documents/ISBE-merit-based-review.pdf>. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: One entity (partnership) will be awarded for FY 2019, in an amount not to exceed \$1.679 million. The grant does not require cost sharing or matching.

Grant Period: It is the intention of the State Board of Education to fund this project from January 1, 2019, to September 30, 2019, without extension or continuation options.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manger, mailed, or hand-delivered no later than **4 p.m. on Wednesday, December 19, 2018**. Directions for each submission method are found below.

Electronic Submission: Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose **WALKER, CAITLYN T.** from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail the original and an electronic copy of the proposal on a USB flash drive to the Illinois State Board of Education, 100 North First Street, C-215, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than **4 p.m. on Wednesday, December 19, 2018**. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

Hand-Delivered: Hand-deliver the original and an electronic copy of the proposal on a USB flash drive to the Illinois State Board of Education, 100 North First Street, C-215, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than **4 p.m. on Wednesday, December 19, 2018.**

Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via email or the U.S. Postal Service within 30 days after the application deadline. The NOSA is **NOT** an authorization to begin performance or expenditures. Applicants must complete and return an electronic submission with the NOSA, Uniform Grant Agreement, and budget (amended from the original submission if applicable). Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session: A technical assistance session will be held at 3 p.m. on Wednesday, November 28, 2018. Registration information is below. Attendance is not required.

MSP informational webinar on November 28, 2018 at 3:00 PM CST.

[Register now!](#)

After registering, you will receive a confirmation email containing information about joining the webinar.

[View System Requirements](#)

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to Wednesday, December 12, 2018, at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Caitlyn Walker at (217) 524-4832 or cwalker@isbe.net.

Program Description

Background

In 2010, Illinois joined more than 40 states in a collaborative effort to revise learning standards and improve college and career readiness for all students with the adoption of the [Common Core State Standards](#) in mathematics. The new Illinois Learning Standards (ILS) for mathematics establish clear expectations regarding what students should learn in K-12 mathematics. The ILS for mathematics also introduced eight standards for mathematical practice that rest on important “processes and proficiencies” in mathematics education.

ISBE adopted the [Next Generation Science Standards](#) (NGSS), as the ILS for science in February, 2014. Full implementation of the ILS for science occurred during the 2016-17 school year. NGSS presents a new vision for K-12 science education that includes disciplinary core ideas, cross-cutting concepts, and scientific and engineering practices.

Title II, Part B, Sections 2201-2203, of the Elementary and Secondary Education Act authorized the Mathematics and Science Partnerships (MSP) program as a means to improve teacher quality in the core academic areas of mathematics and science.

MSP Program Purpose:

The purpose of the MSP program is to improve the academic achievement of students in mathematics and science by enhancing the content knowledge and instructional skills of classroom teachers via ongoing and collaborative professional learning. The U.S. Department of Education (ED) provides relevant information about this program at <https://www2.ed.gov/programs/mathsci/index.html>.

MSP Program Description:

Core partnerships between an LEA and the STEM faculty from an IHE are established so that professional development can be delivered in the form of summer workshops or institutes, which are not less than two weeks long. These trainings are focused on improving and expanding the academic content knowledge of teachers in mathematics, science, and/or STEM. Professional development must include follow-up trainings of not less than four days in length.

An IHE must include faculty from the divisions of teacher preparation from science, technology, engineering, and mathematics, and at least one LEA must meet the high-need definition in order for a partnership to be eligible for the program. A high-need LEA is defined as having at least 25 percent of children served by the LEA eligible for free and reduced-price lunch.

Policy Requirements: The MSP program policy requirements shall be met using the following criteria:

1. Grantee must be an eligible partnership as defined in the eligibility section of this document.
2. [MSP legislation](#) requires an evaluation plan that documents how the program will be measured. A program evaluator must be designated.

ISBE Board Goal(s): MSP program objectives have the potential to make a significant impact on four of the seven Board goals set by ISBE. The program will support the development of highly prepared and effective teachers who, in turn, will support student growth expectations in mathematics and science and

provide opportunity for students to be on track and graduate college and career ready. Specifically, the MSP program meets the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Program Objectives: The MSP program creates a partnership between an institution of higher education and, at a minimum, at least one high-need Local Education Agency intended to:

1. Create and deliver opportunities for rigorous and ongoing high-quality professional development of P-12 mathematics and science teachers aimed at improving the subject matter (content) knowledge of such teachers.

a. Establish and operate mathematics and science summer workshops or institutes, including at least four follow-up trainings, for P-12 mathematics and science teachers that shall:

i. Focus on improving and expanding teachers' abilities to understand and apply the Illinois state mathematics and science academic content standards and practices.

b. Train teachers to identify, design, and/or align rigorous and challenging learning tasks that are:

i. Based on scientific research;

ii. Aligned to the state academic content standards and include application of the science and mathematical practices;

iii. Are delivered in a variety of instructional methods, such as, but not limited to, project-based learning, competency-based learning, and/or experiment-oriented instructional models; and

iv. Are authentic and contextualized.

2. Develop a series of tangible and sustainable learning tasks (resources) aligned to the Illinois Learning Standards for mathematics and science.

a. Tasks should be designed from district summative assessment data. This data should be analyzed to identify gaps in student achievement. Task development must be aligned with the standards, and tasks should address student misconceptions or misunderstandings identified by assessment data.

b. Tasks should focus on building conceptual understanding and procedural fluency through authentic applications grounded in the sound practices of mathematical and science education.

Performance Standard(s): The Illinois MSP performance standards are aimed at increasing teacher content knowledge in the core academic areas of mathematics and science and expanding teacher knowledge in a variety of effective, scientifically based instructional models. Illinois has set the following MSP performance standards:

1. Evidence of teacher participation in professional development activities provided by the IHE.

2. Increase the content knowledge of mathematics and science teacher participants by at least 25 percent.

3. Train teachers to identify, design, and align rigorous and challenging learning tasks.

Performance Measure(s): The performance standards will be measured based on the following indicators. Grantees shall provide:

1. Documentation of teacher attendance in professional development activities.
2. An evaluation of teacher content knowledge. Grantee may hire an external evaluator for reporting.*
3. Development of standards aligned learning tasks which address student achievement gaps or conceptual misconceptions available for teacher access statewide.

*For further guidance on federal MSP reporting, please see http://www.ed-msp.net/public_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf.

Targets:

The applicant will provide a Proposal Narrative along with a Project Plan outlining Goals, Objectives, Evaluation, and Budget for all grant-related activities for the grant period and meet the deliverables outlined below.

Deliverables:

Reporting Deliverables

1. The partnership's fiscal agent and project director will provide quarterly performance reports to ISBE beginning January 1, 2019, of activities aligned to expenditures and grant expected outcomes.
 - FY 2019 Quarter 3 due March 31, 2019, for January, February, March (Planning)
 - FY 2019 Quarter 4 due June 30, 2019, for April, May, June (Implementation)
 - FY 2020 Quarter 1 final report due September 20, 2019, for July, August, September (Implementation/Evaluation)
2. Quarterly grant periodic reports required by GATA.
3. Comprehensive year-end expenditure reports, which are due 20 days following the reporting quarter.
4. Complete the federal Annual Progress Report and submit to the state in accordance with federal requirements at the close of the grant and no later than September 20, 2019, (FY 2020 Quarter 1).

Program Deliverables

In accordance with the federal evaluation requirements, a designated program evaluator will:

1. Measure growth in teacher content knowledge prior to the grant instructional activities (FY 2019 Quarter 4).
2. Measure growth in teacher content knowledge at the conclusion of grant (FY 2020 Quarter 1).
3. Development of learning tasks aligned to the ILS submitted to an online database for all teachers to access.

Funding Information

Introduction:

This grant is a unique opportunity resulting from approval of an MSP Tydings waiver. Funding will be available from January 1, 2019, to September 30, 2019, without extension options. Applicants are advised to refer to the [State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#) handbook.

Cost Sharing or Matching:

Cost sharing or matching is not required.

Indirect Cost Rate:

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

LEAs

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY18 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

Beginning in FY19 LEAs will have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE. Current restricted rate programs are listed in the table below.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

Non-LEAs

- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
 - Select the 10% diminimus rate
 - Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
 - Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: <https://grants.illinois.gov/portal/>.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660), and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions:

A budget outlining projected costs of the MSP grant must be included at the time of the proposal. Proposed expenditures must align with the proposed activities, the number of students/teachers to be served, staffing levels, goals and objectives, and the evaluation of the project. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, objectives, and all funds must be spent in accordance with the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook. The obligation of funds may not begin until after the official notification of a grant award. MSP funds must be used to supplement, not supplant, local funds that would otherwise be used for activities that are authorized by MSP.

For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$1.679 million.

Reporting Requirements

Quarterly expenditure reporting will be done via the Electronic Expenditure Reporting System via IWAS.

Quarterly grant periodic reporting, which is required by GATA, will be done via IWAS.

Programmatic reporting will be completed quarterly during the grant period.

Federal Annual Progress Report is due no later than September 20, 2019.

Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.

- 2. Grant Application (Attachment 2):** Include the name of the fiscal agent, which may be the IHE, an LEA, or an ROE/ISC, and their identifying information and the name of the required high-need LEA, along with identifying information.
 - **Local Education Agency Partnership Member Commitment Form (Attachment 2A):** Required for each LEA; one must be a high-need LEA. Duplicate as needed.
 - **Partnership Member Information Form (Attachment 2A.1):** Include contact information for every LEA partner included in the partnership. Duplicate as needed.
 - **IHE Partnership Membership Commitment Form (Attachment 2B):** Required for the IHE. Signatures of all participating faculty members are required.
 - **ROE/ISC Partnership Membership Commitment Form (Attachment 2C):** Required, if applicable.

- 3. Proposal Abstract (Attachment 3):** *Limit to one page.* Summarize and highlight the planned activities by month from January 2019 – September 2019 that are designed to meet and exceed grant objectives.

- 4. Proposal Narrative (Attachment 4):** *Limit to 20 pages.* Follow the specifications found under “Proposal Narrative Requirements” beginning on page 12. Complete the “Proposal Narrative” using word processing software such as Microsoft Word and convert to PDF prior to submitting.

- 5. Evaluation Methodology/Design (Attachment 5)** *Limit to five pages.* A designated program evaluator shall provide a detailed plan for evaluating the project in accordance with the MSP federal requirements for reporting and in collaboration with the project director and data collector. Follow the specifications found under “Proposal Narrative Requirements” beginning on page 12.

- 6. Federal Budget Summary (Attachment 6)** The Federal Budget Summary must have the original signatures of authorized officials (fiscal agent). The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.

- 7. Budget Summary Breakdown (Attachment 7)**

- 8. Certifications and Assurances (Attachment 8 A-H):** Original signatures of authorized officials are required to submit the proposal and to legally bind the applicant to its contents.
 - A.** Program-Specific Terms of the Grant (Attachment 8A)
 - B.** Grant Application Certifications and Assurances (Attachment 8B)
 - C.** Equitable Participation of Private Schools (Attachment 8C)
 - D.** Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 8D)
 - E.** Certificate Regarding Lobbying (Attachment 8E)
 - F.** Disclosure of Lobbying Activities (Attachment 8F)
 - G.** General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 8G)
 - H.** Federal Funding Accountability and Transparency Act (FFATA) (Attachment 8H)

Proposal Narrative Requirements

The Proposal Narrative must be collaboratively developed by the partnership. Provide detailed responses to each of the following prompts. Limit Proposal Narrative to 20 pages:

1. Project Plan-Partnership Structure, Roles, and Responsibilities:

- a. Name of IHE. Identify all participating departments, staff, and include titles of each faculty member.
- b. Names of partner LEAs, including the high-need LEAs and any private/charter schools. Identify all districts, participating staff, grade levels to be served, and departments.
- c. Describe the role of each partner entity, including the leaders who will be responsible for development and execution of project. A resume of each leadership role is required. Attach in Appendix A.
- d. Describe responsibilities of each participant throughout the course of the grant and how those responsibilities impact achievement of grant goals.
- e. Name the evaluator. Provide address and contact information.
- f. Describe the evaluator's expertise and capacity. A resume is required. Attach in Appendix B.
- g. Name the project director, fiscal agent, and data collector responsible for execution of grant and all reporting. Briefly describe the full-time equivalent (FTE) commitment and salary requirements.

2. Project Plan-Scope, Quality, and Capacity: The Project Plan (scope) must clearly identify and describe activities aligned to grant performance standards, measures, and deliverables. The Project Plan (quality) should be grounded in a research-based rationale for educator professional learning aimed at increasing teacher content knowledge in mathematics and science and increasing teachers' knowledge in identifying and/or designing learning tasks aligned to the ILS. Professional learning shall be aligned to Learning Forward's [standards for professional learning](#) and the ILS.

- a. Provide a project scope (work plan) aligned to program objectives. Include timelines and personnel assigned to develop and deliver.
- b. Explain how the program objectives align with the performance standards, measures, and deliverables of this RFP.
- c. Outline the planned activities, duration, responsible participants, and expected outcomes on a month-by-month basis, beginning in January of 2019 through September of 2019.
- d. Outline all expected resources to be produced. Describe who, when, where, how, and other elements or components included in the development of resources that will sustain the program and continue to grow/build educator capacity after grant funding ends.
- e. Describe sub-grants, if applicable.

3. Project Plan-Evaluation and Accountability: The project must identify an evaluator. It is expected the evaluator will work collaboratively within the partnership and retain independent objectivity in collecting, interpreting, and presenting data of the professional learning activities and experiences. The research design must comply and align with the U.S. Department of Education Mathematics and Science Partnership evaluation and reporting requirements. More information can be found at the following links:

http://www.ed-msp.net/public_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf

<http://www.ed-msp.net/index.php/summary-of-projects>

<http://www.ed-msp.net/index.php/apr-overview-for-new-grantees>

- a. The project evaluator must commit to meet with ISBE to review evaluation plan, including methodology and process for delivering, collecting, and analyzing data.
- b. The evaluation plan must include measurable objectives to increase the content knowledge of teacher participants that must include a measurement of educator content knowledge. Find more information on acceptable measures at <http://mspkm.net/instruments/index.php>.
- c. The evaluator, in collaboration with the MSP partnership program director and/or the data collector, will submit the annual progress report to the state no later than September 20, 2019.

Application Review

Review and Selection Process:

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- **Section 1: Partnership Structure, Roles, and Responsibilities.** Identify partnership entities, roles, and responsibilities that support and demonstrate capacity and strength of the proposal in support of the grant goals and outcomes.
- **Section 2: Project Plan-Scope, Quality, and Capacity.** The Project Plan (scope) outlines in detail the ability to meet and exceed grant goals. Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to meet and exceed the requirements of the grant. Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.
- **Section 3: Project Plan-Evaluation and Accountability.** The evaluation design must align to U.S. Department of Education Mathematics and Science Partnership requirements and a plan to meet all deliverables.

Criteria:

These overall criteria requirements are built into the proposal scoring rubric below. Total points do not exceed 70.

Selection criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Meets	Exceeds
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details as evidence to meet the grant outcomes.	Proposal is unclear and lacks enough evidence to meet grant outcomes.	Proposal provides moderate detail and conveys potential to meet most of grant outcomes.	Proposal provides adequate detail and evidence aligned to meet grant outcomes.	Proposal exceeds expectations and provides a strong, evidenced-based plan to meet and or exceed grant outcomes.

Section 1: Partnership Structure, Roles, and Responsibilities	20 Possible Points
The IHE is clearly identified, including all staff participants, titles, and departments.	5
Each LEA (school district) within the partnership is clearly named and all names and titles of participating staff from each LEA are included. The partnership clearly names a high-need LEA that meets the definition in this RFP.	5

The role of each entity in the partnership, including identified leaders who will be responsible for development and execution of project, is clearly described in detail. Included is a brief description of each partner’s expertise and ability to meet grant goals including their salary requirements and FTE equivalent. A resume of each leadership role is included in Appendix A.	5
An evaluator is named. The evaluator’s expertise and abilities to successfully complete a Math and Science Partnership program evaluation aligned to the federal MSP guidelines and standards are clearly described in detail. A resume of the evaluator’s experience is included in Appendix B.	5
Section 2: Project Plan-Scope, Quality, and Capacity	30 Possible Points
A project scope (work plan) aligned to program objectives, performance standards, measures, and deliverables is included, along with named staff assigned to develop and deliver grant objectives.	5
The project clearly describes how the partnerships are aligned, the composition of each partnership (i.e., what grade levels are present), and how many teachers. It includes the number of hours teachers are expected to devote to the project.	5
The project plan must clearly demonstrate active engagement of educators with professional development activities deliberately designed to increase teacher content knowledge in mathematics and science and increase teachers’ pedagogy (instructional) skills in the identification, design, and alignment of learning tasks to the ILS in mathematics and science and/or STEM. Learning outcomes are included and aligned to program objectives.	5
Professional learning shall be aligned to the Learning Forward’s Standards for Professional Learning and the ILS.	5
A month-by-month timeline, beginning in January of 2019 through September of 2019, is clearly identified and outlines the planned activities, duration, responsible participants, and expected outcomes.	5
An outline of all expected resources to be produced is included. The outline describes who, what, when, where, how, and other elements or components involved in the development and delivery of resources.	5
Section 3: Project Plan-Evaluation and Accountability	20 Possible Points
The project includes a detailed evaluation plan, including an evaluative methodology aligned with the federal Annual Progress Report guidelines for delivering, collecting, and analyzing data.	5
The evaluation plan includes a measurement of educator content knowledge.	5
The project includes quarterly check-in reporting with ISBE grant administrator.	5
The overall program aligns with ISBE Board goals and meets or exceeds the objectives of this RFP.	5

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Principal Consultant Caitlyn Walker at cwalker@isbe.net.