



Illinois State Board of Education

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Christopher A. Koch, Ed.D.
State Superintendent of Education

February 2010

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.

State Superintendent of Education

A handwritten signature in black ink that reads "Christopher Koch".

SUBJECT: REQUEST FOR PROPOSALS (RFP): Illinois Mathematics and Science Partnerships:
Summer Workshops or Institute

General Information

Eligible Applicants: Partnerships comprised of an engineering, mathematics, or science department of an institution of higher education (IHE) **and** a high-need Illinois local education agency (LEA) serving any combination of grades kindergarten through 12 (K-12) are eligible to apply.

Partnerships may also include entities with demonstrated experience in effectively improving the content knowledge of mathematics and/or science teachers including additional engineering, mathematics, science, or teacher-preparation departments of an IHE, additional LEAs including Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs), businesses, not-for-profit organizations, and/or for-profit organizations.

For purposes of this RFP, an eligible high-need LEA is one identified as meeting each of the following three criteria:

- Annual or trend data from the Illinois Standards Achievement Test (ISAT), Prairie State Achievement Examination (PSAE), norm-referenced tests, and/or criterion-referenced tests that show achievement in mathematics and/or science is falling below 50 percent of students meeting or exceeding the Illinois Learning Standards (ILS), as disaggregated by factors such as economically disadvantaged, gender, ethnicity, etc.;
- Fifteen percent of the children served by the LEA are from low-income families or 6,500 children served by the LEA are from low-income families; **and**
- The LEA has teacher quality issues, such that not all teachers of mathematics and science hold full or appropriate endorsements, or they are placed in teaching assignments that are beyond their expertise and experience levels.

Grant Award: Funding for the summer workshop or institute is available as follows:

- FY10 maximum funding level is \$180,000 (i.e. 2010 summer institute only)
- FY11 maximum funding level is \$250,000 (i.e. school year (SY) 2010 – 2011 follow-up training, evaluation activities for 2010 summer activities, and 2011 summer workshop or institute)

- FY12 maximum funding level is \$100,000 (i.e. SY 2011 – 2012 follow up training and evaluation activities for 2011 summer institute)

Grant Period: The grant period will begin no sooner than May 1, 2010 and will extend from the execution date of the grant agreement until September 30, 2010. Funding will be available for two additional fiscal years contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Letter of Intent: Eligible applicants are encouraged to submit a non-binding letter of intent to participate in this grant competition. A template for the letter of intent is provided as Attachment 11 and should be submitted electronically to Gil Downey at gdowney@isbe.net no later than **February 19, 2010**.

The letter of intent should include the name of the proposed program, the name, phone number, and e-mail address of the primary contact for the proposed partnership, and a brief description of the proposed partnership. Modifications to the proposed partnership including participants and program activities are allowable after the submission of the letter of intent.

Application Deadline: Mail the original and five copies to the *Illinois State Board of Education, 100 North First Street, C-215, Springfield, Illinois 62777-0001, Attn: Gil Downey, Illinois Mathematics and Science Partnerships*, to ensure receipt no later than **March 12, 2010**. The original and five copies must be received by the due date in order for the proposal to be considered. Incomplete or late proposals will not be eligible for consideration.

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Online Bidders' Forum: An Online Bidder's Forum about this RFP is available at <http://www.isbe.net/curriculum/html/math.htm>. All questions and answers will remain on the website until March 12, 2010. Applicants are encouraged to review information posted on the forum before submitting their proposals.

Should the conditions of this RFP change prior to the deadline, the Illinois State Board of Education (ISBE) will post the changes at <http://www.isbe.net/curriculum/Default.htm>.

Contact Person: For more information on this RFP, contact Gil Downey at 217-557-7323 or by email at gdowney@isbe.net.

Background and Program Specifications

Title II, Part B, Sections 2201-2203, of the No Child Left Behind Act of 2001 (NCLB) authorizes the Mathematics and Science Partnerships (MSP) program as a means to improve teacher quality in these respective curricular areas. The purpose of the program is to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of

classroom teachers. The U.S. Department of Education (ED) provides relevant information about this program at <http://www.ed.gov/programs/mathsci/index.html>.

The legislation identifies five criteria to support the purpose of the MSP program from which ISBE has chosen three goals to implement its Illinois Mathematics and Science Partnerships (IMSP) program pursuant to this RFP.

The three goals for the Illinois Mathematics and Science Partnership are:

1. Improve teachers' subject matter knowledge and skills, strengthen the quality of mathematics and science instruction, and promote student academic achievement in math and science;
2. Promote strong teaching skills through access to the expertise of mathematicians, scientists, and engineers and their technologies and resources, including integrating reliable scientifically-based researched teaching methods and technologically-based teaching methods into curriculum; and
3. Increase the understanding and application of scientifically-based educational research appropriate to mathematics and science teaching and learning.

Partnerships between high-need school districts and faculty from the departments of education, science, technology, engineering, and mathematics in IHEs can be at the core of these improvement efforts. Such partnerships assume responsibility for designing, implementing, and evaluating professional learning programs that effectuate sustainable improvement in mathematics and science education by establishing and operating intensive mathematics and/or science summer workshops or institutes for teachers with school-year follow-up training and support. Ultimately, these activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

The MSP authorizing legislation directs partnerships to improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting and training. The IMSP program is designed to bring mathematics and science teachers in high-need elementary and secondary schools together with scientists, mathematicians, and engineers. Through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that IHEs, businesses, and industries are better able to provide than the elementary and secondary schools, teachers will be able to increase their subject matter knowledge of mathematics and science and improve their teaching skills.

In effort to increase and support a skilled talent pool of high-quality teachers of mathematics and science in kindergarten through grade 12, ISBE will use federal MSP funds to establish focused partnerships between IHEs, high-need LEAs, and other entities as described in the *Partnership Composition and Duties* section of this RFP. The IMSP program will award grants to support specialized, research-based, standards-led summer workshop or institute programs.

IMSP Summer Workshop or Institute

The term *summer workshop or institute* means a workshop or institute conducted during the summer that:

- Is conducted for a period of not less than two weeks and consists of a **minimum** of 80 hours;
- Includes, as a component, a program that provides direct interaction between classroom teachers and university faculty; and

- Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than four consecutive or nonconsecutive days, except that if the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

Programs awarded under this RFP will administer activities as outlined below. Proposals should be prepared accordingly.

- **Year 1 Activities** include summer 2010 workshop or institute, follow-up training days, and relevant evaluation activities completed prior to September 30, 2010.
- **Year 2 Activities** include follow-up training days from summer 2010 workshop or institute, summer 2011 workshop or institute, and relevant evaluation activities completed prior to September 30, 2011.
- **Year 3 Activities** include follow-up training days from summer 2011 workshop or institute and relevant evaluation activities completed prior to September 30, 2012. **No summer workshops will be completed in year 3.**

Partnership Composition and Duties

Each proposal must be collaboratively developed by a team composed of representation from each of the partnering entities. The team must include administration, faculty/teachers, and/or staff from the IHE (i.e. relevant departments including mathematics, science, and/or engineering) and the high-need LEA. Additional staff from partnering ROEs, ISCs, businesses, not-for-profit organizations, and/or for-profit organizations shall be members of the team as applicable. Proposals that result from and show evidence of an expert, interdisciplinary collaboration effort will receive priority consideration for award.

- **Postsecondary Partners:** The partnership must include membership from an IHE. Faculty, administrators, and/or staff from the departments of mathematics, sciences, engineering, and education may serve as team members. Participating IHEs are encouraged to include as many relevant departments as possible to build internal capacity for improving mathematics and science teacher education programs through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers.
- **LEA Partners:** The partnership must include membership from a high-need LEA with participating teachers and/or administrators. Partner LEAs must fully participate by contributing to the development of the proposal and attending summer workshops or institutes and following-up training activities. The LEA must commit its participating staff to attend or be involved with program activities for the entire term of the grant.

The partner LEA should encourage its administrators to recruit elementary and/or high school math and science teachers to participate, particularly those teachers who do not possess adequate content knowledge to increase student achievement in the courses to which they are assigned to teach.

- **Other Partners:** The partnership may also include membership from ROEs and ISCs which can provide connections to a broader network of teachers (for component pilot testing, possible comparison group participation, etc.) and administrators; local grants management expertise; and

experience in curricular, instructional, and assessment resource implementation. Partnerships may also include scientists, mathematicians, engineers, and other professionals from businesses, industries, not-for-profit organizations, and/or for-profit organizations with demonstrated effectiveness in improving the quality of mathematics and science teachers. These partners may provide content mentoring by professionals from their organizational settings.

Once the partnership is established, members must appoint a Primary Investigator (PI) who will serve as the primary contact person for the project. The IHE, the LEA, the ROE, or the ISC may serve as the fiscal agent.

In the course of developing the proposal, the partnership team will:

- Utilize the results of a comprehensive needs assessment of the teacher quality and professional development needs with respect to the teaching and learning of mathematics and science in participating LEAs;
- Propose an innovative, high-quality, professional development program that will meet the needs identified by the comprehensive needs assessment and analysis to produce highly effective teachers of mathematics and/or science;
- Propose activities to be carried out by the partnership that are aligned with the ILS for mathematics and science in an effort to promote student academic achievement in these areas;
- Propose activities to be carried out by the partnership that are based on a review of scientifically based research and are expected to improve student academic achievement and strengthen the quality of the mathematics and science instruction;
- Develop a plan to evaluate the efficacy and effectiveness of the proposed activities in increasing teachers' content knowledge and levels of integration of new instructional strategies as measured by at least three data sources. The evaluation should also measure the impact on student achievement as demonstrated by results of ISAT and/or the PSAE and any other applicable, local assessment instruments; and
- Propose a plan to continue the activities funded by the IMSP after the grant has expired.

Project Requirements and Options

Under this RFP, an eligible partnership **must** propose the use of funds for the authorized activities described in Section 2202 (c)(3)(A) of the MSP legislation found at <http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html> and for state required activities. Further explanation of the program requirements is provided below.

- **Teacher Training**
Summer workshops or institutes and follow-up professional development activities must include training for teachers to select and use appropriate curricula that is based on scientific research, aligned with the ILS, and object-centered, experiment-oriented, and concept- and content-based. All activities must directly relate to the curriculum and academic areas in which each participating teacher provides instruction. Training must focus secondarily on pedagogy.
- **Use of Scientifically-Based Research, Data, and Assessments**
As indicated above, the MSP legislation requires that program activities be predicated on a review of scientifically-based research with the expectation of improving student academic achievement and strengthening the quality of the mathematics and science instruction.

Consistent with this requirement, the federal legislation allows MSP professional development programs to include instruction in the use of data and assessments to inform classroom practice and curriculum alignment. To that end, ISBE is requiring the use of action research for all IMSP teacher participants. Accordingly, each partnership must incorporate requirements for action research by its participants so that teachers can design, implement, and complete action research projects to determine the effectiveness of their IMSP learning in their own classrooms. Proposed projects must include instruction and guidance in the components generally associated with action research.

Other program requirements include:

- **Comprehensive Needs Assessment.**

As indicated above, the MSP legislation requires that the results of a comprehensive needs assessment be utilized to determine teacher quality and professional development needs of the participating LEA(s) with respect to the teaching and learning of mathematics and science. As part of the development of its proposal the applicant must identify baseline data that will be required for evaluation of the progress of the IMSP and will inform decision-making for mathematics and science education issues as the project is implemented. Ongoing needs assessment and supporting data collection efforts should be described in the proposal. Grantees must include all costs associated with these efforts into the budget for each fiscal year.

- **Evaluation and Accountability Plan and Reporting Requirements**

Each applicant must propose an evaluation and accountability plan to measure the impact of activities included in the proposal. The proposed evaluation must center on the IMSP project outcomes, which are framed around the Council of Chief State School Officer (CCSSO) categories of professional development outcomes listed below. (Further information on the CCSSO's Study of Math and Science Professional Development Programs Final Report can be found at

http://www.ccsso.org/projects/improving_evaluation_of_professional_development/Cross_State_Study/).

The proposed evaluation and accountability plan must address each of the five CCSSO categories of professional development outcomes listed below:

- Quality of professional development activities;
- Change in teacher content knowledge;
- Change in instructional practice (including strategies, resources, and content knowledge);
- Change in student achievement; and
- Organizational support and change.

Each applicant must designate an external evaluator who has expertise in evaluation processes who will be responsible for designing, collecting, compiling, and analyzing the formative and summative data of the evaluation (see Appendix A for an overview of the evaluation plan). The named evaluator must be qualified in statistical analysis and quantitative research, and to avoid potential conflicts of interest, the individual(s) or entity selected to conduct external evaluation activities under this RFP must be entirely independent from the partnership. The applicant must determine the responsibilities of the external evaluator to serve in this capacity.

The evaluation process also includes data submission for a state-level external evaluation and for the federally required Annual Performance Report (APR). The same data collected for each of the five CCSSO categories described above will be used to meet both the state and federal reporting requirements. Resources, as referenced in this RFP, are available to provide details for each part of the required evaluation and reporting process.

Each funded partnership will participate in a statewide evaluation. To carry out statewide external evaluation activities, ISBE employs a state-level external evaluator (SEE) to conduct an evaluation of the overall IMSP program. The SEE will work with the IMSP state coordinator to design the state evaluation framework to evaluate the effectiveness of the IMSP projects. The SEE will provide technical assistance to the PI and the partnership external evaluators for all funded projects in refining the evaluation plan, the data collection system, and the analysis of data.

Each partnership is required to submit a federal, online APR. Specific instructions for completing and submitting the report will be provided to those applicants receiving an IMSP grant award. Further information about the APR can be found at http://www.isbe.net/curriculum/pdf/msp_framework.pdf.

Information will be provided by the SEE during a state evaluation conference to be held in Springfield. Further information concerning time and location of the conference will be provided to the PIs of funded projects. Each funded project is required to send the PI and external evaluator to participate in the state evaluation conference. Attendance at the conference will require travel, meals, and overnight accommodations; the proposed budget should be prepared accordingly.

A detailed explanation of the framework for the evaluation process can be found at http://www.isbe.net/curriculum/pdf/msp_evaluation_framework.pdf

Further information concerning data collection and past APRs is available at <http://www.ed-msp.net>.

▪ **Sustainability Plan**

Each applicant must describe how the partnership will continue the activities when federal funding ends, including resources that will be leveraged or contributed to maintain the scope of the project and to ensure that participants complete the program.

Under this RFP, an eligible partnership **may** use funds for the authorized activities described in Section 2202(c)(3)(B) of the legislation found at <http://www.ed.gov/policy/elsec/leg/esea02/pg26.html>. Further explanation of the program options is provided below:

▪ **Effective Integration of Technology**

The federal legislation specifically emphasizes the use of technologies into curricula and instruction. Accordingly, the proposed project should promote strong teaching skills for mathematics and science teachers and teacher educators by including the integration of reliable, scientifically-based researched teaching methods and technology-based teaching methods into the curriculum. Applicants are encouraged to incorporate state-of-the-art technologies commonly used by scientists, mathematicians, and engineers into their proposed programs. Proposals should also include activities to train teachers to utilize technology in the classroom.

Conformable with the federal legislation, proposed programs may incorporate distance learning options as follows:

- To establish programs for mathematics and science teachers using curricula that are current, innovative, content-based, and based on scientifically-based research;
- To provide follow-up training for teachers in rural school districts; and
- To provide professional development.

▪ **Leadership Skills and Talents**

The development of applicable leadership skills and talents should be included throughout the proposed educational experiences for teachers. The opportunity for teachers to share math and/or science content knowledge, pedagogical practices, and the practice and results of action research projects within their schools and with colleagues can have a positive affect within their professional communities.

As such, the federal legislation authorizes, and ISBE endorses, the use of MSP funds to design programs for project participants to provide professional development to other mathematics or science teachers that integrates the participants' experiences from summer workshops or institutes. This can be accomplished via presentations, mentoring, coaching, or other effective methods that meet local teacher quality needs.

▪ **Science, Technology, Engineering, and Math (STEM) Focus**

An important consideration in designing and developing an IMSP project may include design elements that encompass and build upon existing science, technology, engineering, and mathematics (STEM) research and expertise. Relevant STEM topics can be utilized to propose a project aligned to math and science standards utilizing research-based instructional strategies in an effort to train teachers to present current topics that will prepare their students for post secondary study in science, technology, engineering, and mathematics.

Fiscal Information

Approximately \$3 million will be available for the IMSP in FY 2010 (May 1, 2010, through September 30, 2010) to design and implement summer workshop or institute model programs.

Funding may be used for personnel expenses and other associated project costs. Allowable expenditures include the following:

- Stipends for teacher-participants;
- Textbook, supplies, and materials for teacher-participants;
- Project director, instructional services, general administration activities (see *Budget Considerations* Item #6 in the *Proposal Format* section);
- Research, development, and evaluation services;
- Reasonable and customary costs for salary, benefits, and/or stipends for actual time dedicated to partnership activities;
- Partnership planning meeting expenses including travel reimbursement, necessary materials, and supplies;
- Expenses to cover participation in IMSP Evaluation Conference held in Springfield;
- Expenses to cover a representative team (one or two members) to attend one, out-of-state MSP Conference;
- Transfers to other governmental agencies for evaluation services and professional development costs; and
- LEA team costs including stipends, substitute reimbursements, and benefits.

Indirect costs are **not** allowed; direct costs up to 5% of the total budget may be requested to cover actual fiscal administration, space rental costs, communications, and copying.

IMSP 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 for FY 2010 is approximately \$3 million.

Proposal Format

- ___ **1. Cover Page** (Attachment 1): To be completed by fiscal agent and signed by the official authorized to submit the proposal on behalf of the the fiscal/administrative agent. Each partnership must designate a member of the partnership to serve as the fiscal/administrative agent for the grant. The signature of the authorized official of each entity participating in a partnership attests to its agreement that the entity designated as the fiscal/administrative agent will act on behalf of individual partners in the conduct of the grant. It further assures that each partner will meet the terms and conditions of the grant.

- ___ **2. Partnership Commitments** (Attachment 2): Complete the attached form to indicate the commitment of the fiscal agent, the IHE, and the LEA to designing, implementing, and sustaining a summer workshop or institute program as a mathematics and science partnership.

- ___ **3. Contact Information Worksheet** (Attachment 3): Briefly describe the overall objectives and activities of the project to include the project vision, goals, activities, and key features that will be addressed in the proposal.
- ___ **4. Partnership Narrative** (maximum 20 pages): The partnership narrative must contain the following elements:
- a. **Plan of Work:** Clearly identify and describe the goals and objectives for the program relative to the IMSP goals. Explain the responsibility of each partner and how the partnership will carry out the proposed activities. The plan of work should include timeframes, resources, and responsible persons. In addition, it should include the number, type, duration, and intensity of professional development activities including the projected number of participating teachers.
 - b. **Review of Scientifically-Based Research:** Discuss and cite the current body of knowledge relevant to the proposed partnership program. This brief literature review should explain how the proposed activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction. If the proposal builds on prior work, the narrative should indicate what was learned from earlier work and how these lessons learned are incorporated in the partnership’s proposed program.
 - c. **Comprehensive Needs Assessment:** Describe the results of the needs assessment and the process used to determine the partner LEA’s need for a grant. Indicate how the proposed activities are directly related to the results of the needs assessment and the IMSP goals. Priority will be given to those proposals that clearly show collaboration in the planning process among LEA(s), IHEs, and any other eligible partners.
 - d. **Alignment with ILS:** Clearly explain the alignment between proposed professional development activities and the ILS for mathematics and science. The proposal must identify how the applicant will link the professional development proposed to state academic standards. The proposal must explain how data from the ISAT, PSAE, and/or other criterion-referenced tests will be used to plan future professional development activities.
 - e. **Sustainability Plan:** Clearly outline how the partnership program can be sustained after the grant expires with particular regard for the impact on teacher content knowledge, pedagogy, and leadership and the impact on student achievement.
 - f. **Management Capability:** Describe the partners’ capability of managing the program, organizing the work, and meeting deadlines. Management capability refers to the ability of the PI to properly manage the project (i.e., operation of project as described in the proposal, accurate and timely submission of reports, and ability to meet institutional requirements to operate IMSP project).
- ___ **5. Evaluation and Accountability Plan** (maximum 5 pages): The proposed plan must include:
- a. **Measurable Objectives:** Specify how project outcomes will be measured and the degree of improvement expected on each outcome. Assessment data from the ISAT, the PSAE, and/or other local criterion-referenced tests, as applicable, is a required source for measuring student outcomes. It is expected that multiple measures will be used.
 - b. **Evaluation Design:** Describe the data to be collected and the methods to be used to analyze that data in order to determine whether program activities result in higher student achievement and improvement in teacher knowledge of content and pedagogy.

- c. **External Evaluator:** Provide the name of the person selected to conduct the external evaluation as well as his/her business affiliation if applicable. Include the qualifications of the person who will serve as the project evaluator.

___ **6. Budget Summary and Payment Schedule** (Attachment 4): Must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule must be based on the projected date of expenditures and be prepared in accordance with the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated. Budget requests for awarded projects will go through a budget analysis and negotiation process to determine funding level.

Budget Considerations:

- General administration (function 2300) capped at 5% of total budget
- Project director salary and benefits capped at .15 full time equivalency (FTE)
- Technology coordinator (support) salary and benefits capped at .058 FTE (21 days)
- FY10 maximum funding level \$180,000 (summer institute only)
- FY11* maximum funding level \$250,000 (follow up, evaluation activities for 2010 summer activities, 2011 summer institute)
- FY12* maximum funding level \$100,000 (follow up, evaluation activities for 2011 summer institute)

**FY11 and FY12 levels will be determined on documented need.*

___ **7 Budget Narrative** (Attachment 5): Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Include names for the positions described in the narrative. Must include subcontract information, if applicable (see item 7 of the document titled “Certification and Assurances, and Standard Terms of the Grant,” Attachment 6).

___ **8. Certifications and Assurances:** Each applicant, *including each entity that is participating in the partnership*, is required to submit the certification and assurance forms listed below and attached to this RFP. For LEA partners, the certifications and assurances must be signed by the district superintendent or other authorized school official, and for all other partners, they must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

- a. Certification and Assurances, and Standard Terms of the Grant (Attachment 6)
- b. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 7)
- c. Certifications Regarding Lobbying (Attachment 8, 8A, 8B, and 8C)
- d. General Education Provisions Act (Attachment 9): Include a statement of how the IMSP program will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the General Education Provisions Act.
- e. Program-Specific Terms of the Grant (Attachment 10)

- ___ **9. Appendices:** Include with the proposal the following appendices.
- a. **Agreements** (maximum 5 pages): Address the roles of the partners including their duties and responsibilities related to the goals and objectives of the program. Also describe the partnership’s governance structure specific to decision-making, communication, and fiscal responsibilities.
 - b. **Partner Résumés/Vitae:** Include a brief résumés/vitae of each member of the partnership team.

Criteria for Review and Approval of Proposals

Proposals will be selected on a competitive review process conducted by an expert panel of reviewers. Proposals will be scored on the criteria outlined below, ranked by score, and awarded according to rank and available funding. The total points possible is 100. Proposals will be considered ineligible if not submitted in the format set forth above.

1. **Assessment of Need** (20 points). The proposal adequately addresses specialized, research-based, standards-led activities designed to enable elementary and secondary mathematics and/or science teachers in a high-need LEA to improve math and/or science content knowledge (primarily) and pedagogy (secondarily) which will lead to improved student achievement. The design of the program is based on the findings of an assessment of the needs of the LEA(s) teachers and administrators.
2. **Quality of the Proposed Partnership** (20 points). The proposal shows evidence of an expert, interdisciplinary collaboration effort among eligible entities. Proposed partners have sufficient expertise, experience, and commitments to the partnership to meet the goals of the IMSP and to implement proposed activities.
3. **Quality of Proposed Program** (30 points). The proposed design of the IMSP program has a high likelihood of being successfully implemented. The goals of the IMSP are clearly developed within the activities described in the proposal. The diversity and innovation of the design elements encompass and build upon existing STEM research and expertise. Innovative grant activities included in the proposal are designed utilizing an interdisciplinary approach demonstrating a strong relationship between science, math, and engineering. The program provides high-quality, effective professional development. Relevant topics are provided in order to introduce students to emerging technologies in their classrooms.
4. **Evaluation** (20 points). The evaluation design will provide evidence of the impact of the IMSP program on the participating teachers’ instructional strategies and student achievement in mathematics and science as measured particularly by testing results from the ISAT, PSAE, and/or other local criterion-referenced tests. The proposed evaluation is aligned to the Evaluation Plan provided in Appendix A.
5. **Cost-Effectiveness** (10 points). The proposed budget and rationale are consistent with the proposed activities and appear to be cost-effective for the implementation of the proposed program.

Evaluation Plan Overview

The federal MSP legislation requires an evaluation and accountability plan that includes rigorous objectives that measure the impact of the activities on the population served. The proposed plan **must** include:

- Measurable objectives to increase the number of mathematics and science teachers who participate in content-based professional development activities; and
- Measurable objectives for improved student academic achievement on the State's mathematics and science assessments.

The legislation also allows the inclusion of objectives and measures for:

- Increased participation by students in advanced courses in mathematics and science;
- Increased percentages of elementary school teachers with academic majors or minors, or group majors or minors, in mathematics, science, or engineering; and
- Increased percentages of secondary school classes in mathematics and science taught by teachers with academic majors in mathematics, science, and/or engineering.

The research hypothesis for all projects in the IMSP program is that improved mathematics and science content expertise and improved pedagogical skills leads to higher teacher quality and greater student achievement. The impact at the partnership level should be expressed in terms of the improvement of teacher content expertise and connected to the stimulated or accelerated improvement of student content achievement on state and local assessment measures. The former should be derived, in part, from valid pre- and post-assessments of content knowledge of the participating teachers.

The evaluation plan includes measures of the impact of the project on the teacher's ability to integrate scientifically-based instructional strategies into his or her classroom. The evaluation plan must include baseline and trend data from the schools and districts participating in the IMSP of students' mathematics and science achievement from the past two to three years (e.g., ISAT, PSAE, local criterion-referenced test data). The evaluation plan must collect and use the participating teachers' student mathematics and science achievement data for each year of the project as a measure of the program's effectiveness.

The SEE will work with each grantee and the project's external evaluator in the conduct of the evaluation. The SEE will provide technical assistance for establishing measurable program goals, selection of common evaluation elements and methodologies, control group decisions, and other evaluation design elements. Additionally, the SEE may conduct site visits and gather data to determine the overall effectiveness of the IMSP. Under the guidance of the ISBE state coordinator and SEE, further refining of an evaluation plan may be deemed necessary for a funded project.

All successful applicants must provide data sets, reports, and other artifacts and materials to the SEE. If determined necessary by ISBE, site visits by the SEE and ISBE staff will be scheduled with the PI.

Each IMSP grantee is required by federal legislation to report on the partnership's progress in meeting the objectives described in the evaluation and accountability plan by submitting an APR via ED's electronic reporting website. Technical assistance for completing the APR will be provided to those applicants receiving an IMSP award. ISBE has an internal, formal review process of the APR that requires completed reports be submitted 60 days prior to the federal deadline. ED will provide instructions to each Illinois partnership for the electronic submission of the APR.