



No Child Left Behind Act of 2001
Title II, Part B

Mathematics and Science Partnership Grant Request for Applications

Essential information guiding application for and award of this grant is contained in this Request for Applications (RFA).

Applications are due at the Department of Education & Early Development no later than June 16th, 2017, 4:00 p.m. Alaska Daylight Time

For additional information about this RFA or this grant, contact:

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Copies of this RFA are available electronically at
<http://education.alaska.gov/forms/home.cfm>

CONTENTS

I.	PURPOSE OF THE MSP PROGRAM.....	1
II.	DESCRIPTION OF THE PROJECT.....	2
	PROJECTS WILL INCLUDE:	2
	STRUCTURE:	2
	EXPECTED END-PRODUCTS:	2
III.	DESIGN.....	3
IV.	GENERAL GRANT INFORMATION.....	4
	ELIGIBILITY:	4
	AVAILABLE FUNDING:	4
	GRANT PERIOD:	4
	USE OF FUNDS:	4
	FISCAL AUTHORITY:.....	4
	INDIRECT COSTS:.....	4
	UNALLOWABLE EXPENDITURES:.....	4
V.	PROGRAM REQUIREMENTS	5
	REQUIRED PARTNERS:.....	5
	DISTRIBUTION OF HIGH-NEED AND OTHER LEAS:.....	5
	PRIVATE SCHOOL PARTICIPATION:.....	5
	REPORTING REQUIREMENTS:.....	5
	FISCAL REQUIREMENTS:	5
	SUBCONTRACTS:.....	6
	OWNERSHIP OF COPYRIGHT AND PATENTS:	6
	INDEMNIFICATION:.....	6
	INSURANCE:	6
	NEWS RELEASES AND PUBLICATIONS:	6
VI.	APPLICATION PROCESS	7
	TIMELINE:	7
	PREPARATION:	7
	INSTRUCTIONS FOR SUBMISSION:.....	7
VII.	REQUIREMENTS AND PREPARATION OF APPLICATION	8
	COVER PAGE – Use the form provided in Appendix B of the RFP. The cover page is the first page of the application.....	8
	ABSTRACT – Provide a 200- to 300-word abstract of the proposal that briefly and concisely describes how the partnership will facilitate the project described in Sections II & III of this RFP.	8
	PARTNERSHIP OPERATIONAL NARRATIVE – The partnership narrative shall address each of the following	

items:..... 8

PARTNERSHIP EVALUATION AND ACCOUNTABILITY PLAN – The evaluation and accountability plan narrative shall address each of the following items: 8

PARTNERSHIP BUDGET AND BUDGET NARRATIVE 8

PROPOSAL APPENDICES..... 9

REVIEW PROCESS..... 9

APPENDIX A 10

APPENDIX B 11

APPENDIX C 12

APPENDIX D 13

APPENDIX E 16

APPENDIX F..... 17

APPENDIX G 18

APPENDIX H 19

I. PURPOSE OF THE MSP PROGRAM

In January 2002, the No Child Left Behind Act of 2001 (NCLB) became law. ESEA Title II, Part B of this legislation authorizes the Mathematics and Science Partnership (MSP) competitive grant program. The purpose of this program is to improve the academic achievement of students in the areas of mathematics and science by encouraging state education agencies, institutions of postsecondary education, local education agencies, elementary schools, and secondary schools to participate in programs that improve instruction and upgrade the status and stature of mathematics and science teaching.

The MSP program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. With these funds, each State is responsible for administering a competitive grant competition, in which grants are made to partnerships to improve teacher knowledge in mathematics and science. The Alaska Department of Education & Early Development (DEED) is responsible for the administration of this program. ESEA Title I and ESEA Title II, Part A funds may be used to support the partnership's activities to demonstrate progress toward meeting the district partner's Title I Adequate Yearly Progress goals.

The Alaska MSP Team is responsible for conducting this competitive grant program and will make awards to partnerships of high-need school districts in partnership with science, mathematics, and engineering departments within postsecondary education institutions. The overall goal is to give districts, and mathematics and science postsecondary education faculty, joint responsibility for improving mathematics and science instruction through the process of implementing high-quality professional learning.

The overall purpose of the ESEA Title II, Part B MSP program is to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, postsecondary education institutions, local educational agencies (LEA), elementary schools and secondary schools to participate in programs that:

- Improve and upgrade the status and stature of mathematics and science teaching by encouraging postsecondary education institutions to improve mathematics and science teacher education;
- Focus on the education of mathematics and science teachers as a career-long process;
- Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills;
- Develop 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 engineering, mathematics, and science; and
- Improve and expand professional learning of mathematics and science teachers, including teaching such educators in the effective integration of technology into curricula and instruction.

II. DESCRIPTION OF THE PROJECT

The Alaska Department of Education & Early Development (DEED) will award ESEA Title II, Part B MSP funding to two (2) partnerships in FY18. Grantees will target teacher professional development opportunities—specifically opportunities for K-8 teachers in science and math content areas. One grant will focus on science standards and address the Framework for K-12 Science Education (<https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts>), while the second will focus on mathematics and developing proficiency in math practices. Both will include curriculum development and cross-curricular integration as key facets of the professional development. Projects will prepare Alaskan teachers and school administrators to develop strategies, units, and ways of thinking that incorporate math and science principles to further Career and College Readiness.

PROJECTS WILL INCLUDE:

- 1) Professional development for both:
 - a) Teachers (primary focus on K-8 instructors, but open to all); and
 - b) Building administrators
- 2) The following elements:
 - a) Two (or more) professional development academies, of which:
 - i. One should occur either before or after the 2017 Alaska Math & Science Conference (AMSC) **and** also fund participation in the 2017 AMSC
 - ii. One should coincide with spring break or at the end of school.
 - b) Monthly professional development activities during the 2017-2018 academic year.
 - c) Capstone end product deliverables such as lesson units and/or plans.
 - d) An action plan for future integration at both the class and building level.

STRUCTURE:

Projects must organize activities based on timeline below (Figure 1). Additional opportunities may be added by grantees, but these items represent the minimum required.

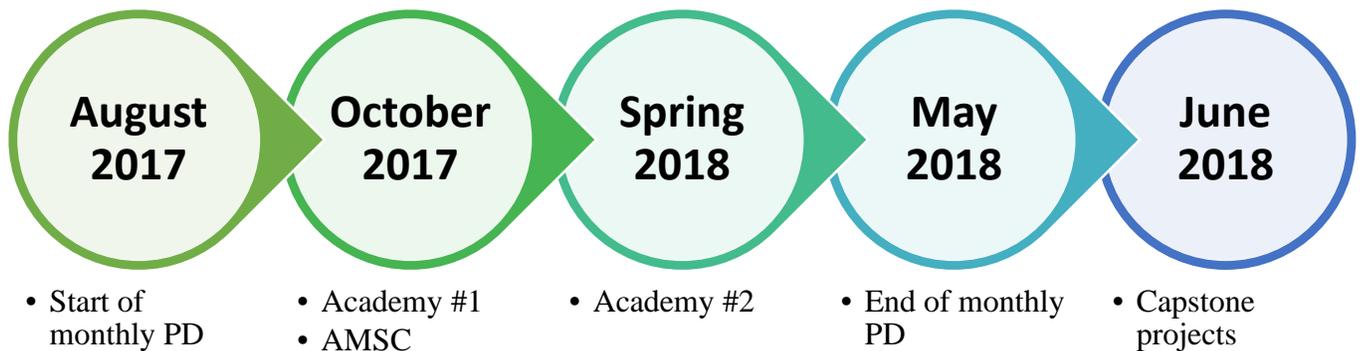


Figure 1. Required timeline.

EXPECTED END-PRODUCTS:

- 1) *For teacher participants:* Units and lesson plans demonstrating the integration of focus area into regular instruction.
- 2) *For administrative participants:* Building/district action plan for the integration of STEM across the curriculum.

III. DESIGN

Projects should:

- 1) Focus on *either* science or mathematics professional development. Integration of concepts between the two areas, or between STEM fields, is encouraged; however, proposals should identify a primary focus area of either math or science.
- 2) Include activities that:
 - a) Comprise a total of at least 80 contact hours per participant over the year. (Please provide evidence of meeting this requirement as a table of activities in the proposal. Example: Table 1.)

Table 1.

Activity	Number of contact hours	Date

- b) Coincide with the 2017 Alaska Math & Science Conference
- c) Include participation in the 2017 Alaska Math & Science Conference
- d) Include monthly professional development. This may take the form of a class for credit, virtual meetings, peer mentoring, or other possibility. A detailed plan of these opportunities must be included in a table in the proposal. (Example: Table 2.)

Table 2.

Month	Opportunity	Credit option

- e) Include a spring academy
- 3) Offer postsecondary credit options to participants as CEU, 593, or academic credit through an accredited Institution of Higher Education (IHE).
- 4) Assess and outline current capabilities and needs in relation to teacher quality and professional development in math or science for districts/schools in the partnership.
- 5) Include a clear progression/plan of professional development events addressing the need.
- 6) Include an evaluation and accountability system with measurable objectives. This plan must include standardized participant pre-/post-tests that demonstrate gain in content knowledge and skills.
- 7) Prepare materials highlight program success for dissemination to a statewide audience.
- 8) Electronically compile and deliver a summary project report to DEED at the conclusion of the grant. This will include all participant products, grant documents, and any other necessary components that would enable replication of the project.

IV. GENERAL GRANT INFORMATION

ELIGIBILITY:

Partnerships of at least one (1) high-need local education agency (LEAs) and at least one (1) IHE may apply for funding through this program. Districts not designated as high-need may apply in partnership with a high-need LEA. See program requirements for required partners. **Requirement of an IHE partner is satisfied by offering credit bearing professional development opportunities.**

The Alaska MSP definition of a “high-need school district” is an LEA with at least one 1* or 2* ASPI rated school AND less than 1,500 students OR more than 40% of students in a 1* or 2* school. The list of eligible high-need LEA partners for the Leadership Project MSP grant cycle is listed in Appendix A.

AVAILABLE FUNDING:

The total funding available for this program is \$360,000 in FY18. DEED expects to make 2 grant awards from this of \$180,000 each—one in science professional development, and the other in mathematics professional development. The state reserves the right to make larger or smaller awards based upon available funding and the recommendations of the review panel.

GRANT PERIOD:

This is a one year grant. The duration of the competitive grant period will be July 1, 2017 to June 30, 2018. All bills must be encumbered no later than September 30, 2018.

USE OF FUNDS:

At minimum, grant funds will pay for teacher stipends and expenses related to travel and attending meetings, as well as for any substitutes needed. Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities. Applicants and awardees must follow EDGAR requirements. Education Department General Administrative Regulations (EDGAR) sections 74, 76, 77, 80, 81, 82, 85, 86, 98, 99 apply to this program (<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>).

FISCAL AUTHORITY:

Awards will be to an LEA who will act as the primary grant authority for the partnership. This LEA may be either an identified high-needs LEA or a non-high-needs LEA acting in partnership.

INDIRECT COSTS:

Districts may charge indirect costs at their negotiated rate with DEED; however, institutions are strongly encouraged to maximize the use of grant funds for direct services.

UNALLOWABLE EXPENDITURES:

- Food, beverage, or entertainment
- Materials for classroom use
- Supporting the research of individual scholars or faculty members
- Permanent technology equipment (i.e., digital or video cameras, computers or tablets, mobile devices, network systems)
- Property or furniture for office use
- Construction costs or costs for renovating and remodeling
- Pre-award costs or costs associated with writing the application

If you have questions about allowable and unallowable expenses, please email the program manager at bjorn.wolter@alaska.gov.

V. PROGRAM REQUIREMENTS

REQUIRED PARTNERS:

To be eligible, a partnership must include, at a minimum:

- 1) A high-need local educational agency (LEA), as defined in Section IV. General Grant Information, Eligibility (see Appendix A, page 11 for high-need districts); and
- 2) An engineering, technology, mathematics, or science department of a postsecondary education institution, which may be a department in a 4-year university, 2-year technical college, tribal college, or community college. **This requirement is met by offering credit bearing professional development opportunities.**

A partnership may also include:

- 1) Additional LEAs, public or private schools, or a consortium of such schools;
- 2) A teacher education department of a postsecondary institution;
- 3) Another science, technology, engineering or mathematics or teacher education department of a postsecondary institution;
- 4) A business; and/or
- 5) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

DISTRIBUTION OF HIGH-NEED AND OTHER LEAS:

Each partnership is required to include at minimum one high-need LEA. In addition to this, all proposals must include a written plan describing how they will intentionally maximize their impact on high-need LEAs.

PRIVATE SCHOOL PARTICIPATION:

Funds awarded through these sub grants are subject to the requirements of Section 14503 of ESEA Pub.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 CFR 299, Subpart E. The statute and regulations require that sub grantees provide private schools in their area the opportunity for meaningful collaboration with the sub grantees during the planning process for any subsequent professional development activities. Further, the sub grantees must provide private school children and their teachers, or other educational personnel, the opportunity to receive services and benefits of the program on an equitable basis with public school children and teachers.

REPORTING REQUIREMENTS:

The U.S. Department of Education and the Alaska Department of Education & Early Development require all partnerships to:

- 1) Complete an annual performance report (APR), providing project information and reporting the partnership's progress in meeting the objectives described in the evaluation and accountability plan. These objectives must include measures of student and teacher content knowledge and skills in mathematics and/or science.
- 2) File biannual progress reports with DEED on progress toward grant objectives.
- 3) Participate in the budget reporting processes determined appropriate by DEED.

DEED will monitor all projects on an ongoing basis to ensure compliance with all requirements.

FISCAL REQUIREMENTS:

All federal funds for the Mathematics and Science Partnership grants must be assigned to individual accounts that can be readily identified and verified. All payments will be made on a reimbursement basis for expenditures incurred by the grantee. Reimbursement requests must be submitted to DEED at least quarterly and be listed on Form 165d and a computer printout indicating the date of obligation, vendor name, accounting object code, and

exact amount of the transaction. The final payment will not be made until after the grant activity has been concluded and the required end-of-year report has been submitted to DEED. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

Reimbursements must be submitted based on the schedule below. Send requests to Kristina Monson, Grants Manager, Alaska Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500.

Quarter	Due Date
July 1 – September 30	October 31
October 1 – December 31	January 31
January 1 – March 31	April 30
April 1 – June 30	August 31

SUBCONTRACTS:

The following procedures are in place for subcontracting within a project resulting from this RFA:

- 1) A grantee may sub-contract for services up to \$15,000 without prior approval from DEED.
- 2) A copy of sub-contracts of \$15,000 or more must be sent to the MSP Program Manager.

OWNERSHIP OF COPYRIGHT AND PATENTS:

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. DEED retains the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds.

INDEMNIFICATION:

Any contractor shall indemnify, save harmless and defend the state, its officers, agents and employees from all liability, including costs and expenses, for all actions or claims resulting from injuries or damages sustained by any person or property arising directly or indirectly as a result of any error, omission or negligent act of the contractor, subcontractor or anyone directly employed by them in the performance of this contract.

All actions or claims including costs and expenses resulting from injuries or damages sustained by any person or property arising directly or indirectly from the contractor’s performance of this contract, which are caused by the joint negligence of the state and the contractor, shall be apportioned on a comparative fault basis. Any such joint negligence on the part of the state must be a direct result of active involvement by the state.

INSURANCE:

During the life of this grant, any contractor shall purchase and maintain insurance with a carrier or carriers satisfactory to the Department of Administration, Division of Risk Management, covering injury to persons or property suffered by the State of Alaska or a third party, as a result of errors or omissions or operations which arise both out of and during the sub-contractor engaged in work under this grant. A 30-day prior notice to the Contracting Officer is required before cancellation, non-renewal or breach and ground for termination of the contractor’s services.

NEWS RELEASES AND PUBLICATIONS:

The State of Alaska encourages agencies to publicize approval of these projects and their activities. Every local recipient of funds under this RFA must, in any publication or public announcement, clearly identify any program assisted under this title as a federally funded program under the No Child Left Behind Act, Title II funded through a grant from the Alaska Department of Education & Early Development. All press releases concerning this project must be approved by the MSP Program Manager prior to release.

The following disclaimer must be printed on materials resulting from work supported by the grant:
"The contents of this publication (or book, report, film, etc.) were developed with the assistance of Mathematics and Science Partnership Grant, Title II, Part B federal funds from the Alaska Department of Education & Early Development. However, these contents do not necessarily represent the policy of the Department of Education & Early Development, nor endorsement by the Federal Government."

VI. APPLICATION PROCESS

TIMELINE:

RFA Released	May 4, 2017
WebEx webinar for Applicants	May 22, 3-4:00 p.m.
Applications Received by DEED	June 16, 2017, by 4:00 p.m.
Notice of Intent to Award	June 30, 2017, by 4:00 p.m.
Appeal period ends	July 15, 2017
Grant Award Issuance	July 16, 2017
Grant Period	July 1, 2017 – June 30, 2018

PREPARATION:

Applications shall be no longer than 15 pages not including budget or required appendices and assurance pages. Format documents with 1” margins, 12-point Times New Roman font, and include a footer on each page identifying the project title and page number. Please ensure that all required signature pages are clear and signed in blue ink.

INSTRUCTIONS FOR SUBMISSION:

By 4:00 p.m. on June 16th 2017, submit an electronic PDF copy of the completed grant application to:

Bjørn Wolter, Ph.D.
 Alaska Department of Education & Early Development
 PO Box 110500
 Juneau, Alaska, 99811
bjorn.wolter@alaska.gov

Proposals must be a single document in PDF format. Faxed submission are not acceptable.

VII. REQUIREMENTS AND PREPARATION OF APPLICATION

COVER PAGE – Use the form provided in Appendix B of the RFP. The cover page is the first page of the application.

ABSTRACT – Provide a 200- to 300-word abstract of the proposal that briefly and concisely describes how the partnership will facilitate the project described in Sections II & III of this RFP.

PARTNERSHIP OPERATIONAL NARRATIVE – The partnership narrative shall address each of the following items:

- 1) Partnerships – Summarize the makeup of the partnership and how the partnership operates.
- 2) Plan of Work – Explain the responsibilities of each partner and how the partnership will carry out the project activities. The plan of work should be aligned to Sections II & III, and include a time line, resources leveraged, and responsible persons for each stage of the project. In addition, it should describe the number, type, duration, purpose, and anticipated content of professional development activities. Finally, the plan should explain how the partnership will ensure that high need LEA benefit from this project.
- 3) Need – Discuss the current need for the project, citing data sources and current research. A short literature review should clearly indicate why the proposed activities were selected or designed, and how they meet the demonstrated need.
- 4) Alignment – Clearly explain how professional development and other project activities will connect state standards, and align them to Career and College Ready objectives.
- 5) Coordination with other existing programs and initiatives – Clearly explain how the project is coordinating with other improvement efforts and projects in schools, districts, universities, and state.
- 6) Management/Capability – Clearly demonstrate that the partnership has the capability of managing the program, organizing the work, and meeting deadlines.
- 7) Sustainability – Clearly describe how the project will endure if grant funding is discontinued.

PARTNERSHIP EVALUATION AND ACCOUNTABILITY PLAN – The evaluation and accountability plan narrative shall address each of the following items:

- 1) Describe how the effectiveness of the partnership itself will be assessed;
- 2) Describe how the grant will evaluate the overall success of the project (summative). In general, the partnership plan will explain how it will determine whether the partnership activities have increased the capacity of teachers and their administrators. The plan will also include measurable objectives to increase the number of district administrators participating in the professional development activities;
- 3) Describe how the grant will measure progress toward meeting its objectives (formative). Mid-term and annual reports on progress related to this outcome will be reviewed by the project evaluator and provided to the Alaska MSP coordinator;
- 4) Identify and strongly align to the best practices in professional development; and
- 5) Describe how the results of various formative and summative evaluations will be disseminated to the partnership, and to other possible venues, including method and time line for dissemination.

PARTNERSHIP BUDGET AND BUDGET NARRATIVE

The budget narrative must be clearly tied to the plan summarized in the Partnership Operational Narrative. The budget narrative will describe the basis for determining the amounts shown on the overall project budget page and for each of the partner funding request pages submitted (Appendix C).

PROPOSAL APPENDICES

The grant application appendices should include only the following documents. These appendices are not included in the application page limit.

- a. Cover page (Appendix B)
- b. Budget Form (Appendix C)
- c. Partnership Identification Forms. Submit separate forms for each high-needs LEA, other participating LEA, and postsecondary partner. (Appendix D)
- d. Certificate of Assurances (Appendix E)
- e. Certifications Regarding Debarment and Suspension (Appendix F)
- f. Private School Participation Form (Appendix G)
- g. Non-Profit Organization Effectiveness Form (if applicable) (Appendix H)

REVIEW PROCESS

Proposals will be reviewed by DEED staff for completeness and compliance with the requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. If, in the judgment of the DEED, a proposal is significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition.

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria that support sustained and intensive high-quality professional development, based on the most current research. Using a numerical scoring system out of 100 possible points, this process is intended to identify the applications that meet the needs of Alaska's eligible schools.

A panel of reviewers composed of a minimum of three department staff and/or other educators will read all grants submitted and received by the deadline. Applications will be scored independently using the scoring form and rubric included in this RFA. Reviewers will then conference to clarify the accuracy of reviewers' understanding. Each reviewer will assign a rating to each of the components published in this RFA. The reviewer may, for each section, use the entire range of scores including zero. The reviewers' total scores will be averaged to determine the order by which applications will be considered for funding; funds will be awarded to the highest average scoring application(s). Proposals averaging less than 70 points total will not be considered for funding.

Review panelists will be asked for recommendations for improving the application and commenting on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the application prior to issuance of the grant award.

APPENDIX A
Alaska MSP High-Needs LEA List

<i>District</i>	Schools		Students	
	# of * & **	Students	# in * & **	% in * and **
<i>Hoonah City School District</i>	1	94	44	47%
<i>Kashunamiut School District</i>	1	322	322	100%
<i>Lower Kuskokwim School District</i>	17	3949	2289	58%
<i>Lower Yukon School District</i>	8	1901	1583	83%
<i>North Slope Borough School District</i>	7	1636	646	40%
<i>Yukon Flats School District</i>	3	239	99	41%
<i>Yupiit School District</i>	3	411	411	100%
<i>Bering Strait School District</i>	6	1614	707	44%
<i>Kuspuk School District</i>	4	315	148	47%
<i>Northwest Arctic Borough School District</i>	6	1846	762	41%
<i>Southwest Region School District</i>	2	587	227	39%
<i>Yukon-Koyukuk School District</i>	3	1406	74	5%
<i>Alaska Gateway School District</i>	1	351	34	10%
<i>Aleutians East Borough School District</i>	1	216	14	6%
<i>Craig City School District</i>	1	611	8	1%
<i>Iditarod Area School District</i>	1	272	36	13%
<i>Nome Public Schools</i>	1	705	12	2%

APPENDIX B
Proposal Cover Page

ALASKA MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM APPLICATION

Applying Institution or Organization:

High-Needs LEA:

Postsecondary School of Arts & Science:

Program Title:

Program Director

Name:

Title:

Address:

City:

State:

ZIP Code:

Telephone:

Fax:

E-Mail:

Amount of MSP Funds Requested:

\$

of Teachers to be Served Directly:

of Administrators to be Served Directly:

Signatures by Authorizing Officials:

Dean of School of Arts & Sciences Signature

Date

Superintendent of High Needs Local Education Agency Signature

Date

APPENDIX C

Budget

Itemize specific expenditures under each line item

Program Title:

Object Code	Total
310: Certified salaries	
320: Non-certified salaries	
360: Employee benefits	
410: Professional and technical services	
420: Staff travel	
440: Other purchased services	
450: Supplies/media/materials	
490: Other expenses (dues and fees)	
495: Indirect costs*	
480: Tuition and stipends	
510: Equipment	
Total:	

*The indirect cost rate shall not exceed the indirect cost rate for the partner with the lowest indirect cost rate.

This form is a required element of the grant application. *Justification for each of the categories shall be included in the budget narrative portion of the application.* For reporting, an itemized breakdown of these budget categories and a budget narrative explaining the actual total project cost must be included.

APPENDIX D
Partnership Identification Forms

**REQUIRED PARTNER
HIGH-NEEDS LEA**

High-Needs LEA:	
Primary Contact:	
Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

Describe how the high-needs LEA will support the partnership activities, such as: assist with identifying and recruiting teachers who need to increase content knowledge, provide detailed teacher and/or student data to the partnership for purposes of analysis/evaluation, supply materials for classroom use, link MSP content work to individual teachers' professional development plans, provide time for teachers to meet and plan, or arrange for release time for teachers to take pre-tests and post-tests, meet with other administrators and teacher partners to assess future professional development needs, etc.

Printed Name and Signature of Superintendent of High-Needs LEA

Signature Date

Printed Name Title

Phone Number Fax Number

E-mail Address

**REQUIRED PARTNER
MATH OR SCIENCE FACULTY OF AN INSTITUTION OF HIGHER EDUCATION**

Faculty name:	
Institution:	
Department:	
Primary Contact:	
Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

Describe what supports the institution will provide to enhance partnership activities; such as: faculty to plan, present, and evaluate professional development, onsite support for teachers during school year, etc.

Printed Name and Authorized Signature of Chairperson of the participating Department of partner institution:

Signature Date

Printed Name Title

Department

Phone Number Fax Number

E-mail Address

ADDITIONAL PARTNERS
 (Duplicate this form for each additional partner)

Partner:	
Primary Contact:	
Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

Describe the role of this partner and describe specific ways that this partner will support the partnership activities.

Printed Name and Authorized Signature of partner organization:

 Signature Date

 Printed Name Title

 Department

 Phone Number Fax Number

 E-mail Address

APPENDIX E
Certificate of Assurances

The Certificate of Assurances must be completed by the Chief Executive Officer of each member of the partnership applying.

I hereby provide assurances to the Alaska Department of Education & Early Development (DEED) that if the partnership receives an award under the terms of the Title II, Part B Mathematics and Science Partnership competitive grant program of the No Child Left Behind Act 2001, my organization will:

1. Conduct the professional development activities as described in this proposal;
2. Provide institutional/organization funding and resources as stated in this application;
3. Comply with state requirements regarding the audit of a grant-funded program;
4. Keep all records necessary for fiscal and program auditing and give DEED, the Federal Agency, or the State Auditor access to and the right to examine all records, books, papers, or documents, related to this grant;
5. Retain all fiscal records for a period of seven years;
6. Comply with all regulations and requirements of the No Child Left Behind Act;
7. Comply with the administrative procedures and fiscal guidelines of DEED and the United States Department of Education, including submission of final performance reports;
8. Use grant funds to supplement, and not supplant, funds from non-federal sources;
9. Comply with Title IV of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant aided activity; and
10. Ensure equitable participation of personnel from non-public schools to the extent feasible.

Partner Organization

Name

Title

Signature

Date

APPENDIX F
Certifications Regarding Debarment and Suspension

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

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF GRANTEE	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

APPENDIX H
Non-Profit Organization Effectiveness Form
(If applicable)

If a non-profit organization (NPO) is part of the Eligible Partnerships Grant, then under federal regulations, each NPO must furnish the following written evidence: 1) past demonstrated effectiveness in providing professional development for teachers, paraprofessionals, and/or principals 2) financial stability as outlined below.

1. Documentation of Past Effectiveness
 - a. Name of Project
 - b. Dates of Operation
 - c. City/State of Operation
 - d. Number of Participants
 - e. One-Page Summary of Course/Workshop Content and Activities
 - f. Evidence of Project Outcomes, e.g., such as a final evaluation report of project effectiveness or documentation of improved student outcomes
2. Documentation of Financial Stability
 - a. Complete Copy of Organization's most recent independently reviewed financial statement
 - b. Evidence of nonprofit corporate status from the Alaska Secretary of State.

I hereby provide assurances that the attached evidence accurately reflects the fiscal stability and demonstrated effectiveness of this organization.

Organization

Name of Chief Executive Officer

Signature/Date