

Math and Science Partnership Mini Grant

Jeff Downs
Executive Director of STEM
Oklahoma State Department of Education
PH: 405-521- 2107
E-mail: Jeff.Downs@sde.ok.gov

I. Introduction to the Mathematics and Science Partnership

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

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

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

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 districts, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to enact selected activities that will impact improvements in student outcomes by addressing the intent of the MSP competitive grant program described in paragraph one of this subsection. A detailed description of the Eligible Applicants is provided in Section III.

The Oklahoma State Department of Education (OSDE) is responsible for the administration of this program. Funds available for the Oklahoma Mathematics and Science Partnerships (OMSP) competitive grant program will be awarded by the OSDE to support successful proposals submitted by high-need school districts in partnership

with departments of mathematics, science, and/or engineering at Oklahoma institutions of higher education.

II. Introduction to the MSP Mini Grant

The MSP Mini Grant is a unique opportunity resulting from carryover funds from the 2012-2013 total funding allotment, which are in jeopardy of expiring and being returned to the federal government. Recognizing the potential consequences for delayed action and the substantial opportunity to provide supplemental funding to achieve the intent of the MSP competitive grant, the OSDE STEM Team is excited to offer Oklahoma schools in the form of a Mini Grant that can range from \$20,000 to \$100,000 in one time funding.

Due to the time limitations associated with the expenditure of this carryover funding, our primary interest is creating a simple grant structure that allows for the immediate awarding of funds so that they might be **encumbered no later than September 30, 2013** (see Important Dates in Section IV). With this in mind, the MSP Mini Grant has a unique structure consisting of two major components: (1) Packet of Intent and (2) Pitch Day. Each of these is detailed in Section VI Application Components and Requirements.

III. Definitions

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

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

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

IV. Eligible Applicants and Timeline

Eligible applicants are required to consist of a high-need local educational agency (LEA) and an engineering, mathematics, or science department of an institution of higher education. Multiple higher education institutions and LEA partners are allowed, including public charter schools, public or private elementary or secondary schools, or a consortium of such schools. Further, a non-profit/for-profit organization who has a demonstrated effectiveness in improving the quality of mathematics and science teachers and businesses may be included in the partnership. (See Section 2202.b.1 for exact definitions - [link](#))

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

July 30	Request for Proposal Announced
Aug 6	Packet of Intent Submitted
Aug 13	1st Pitch Day - Pitch Packet also due
Aug 15	2nd Pitch Day - Pitch Packet also due
Aug 16	Grant Awards Announced
Sept 30	Award Funds Must Be Encumbered
Dec 30	Award Funds Must Be Spent and Reported (remaining funds will be submitted to the USDE.

V. Allowable Activities

Key Goals	NCLB Title 2, Part B (Section 2202.c) Authorized Activities
(1) Increasing science / math teacher content knowledge	Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of such teachers.
(2) Promoting teaching skills	Promoting strong teaching skills for mathematics and science teachers and teacher educators, including integrating scientifically-based and technology-based teaching methods.
(3) Establish and operate science/math summer workshops or institutes.	Not available for the MSP Mini Grant.
(4) Recruiting math, engineering,	Recruiting mathematics, engineering, and science majors into teaching

science majors into teaching	through the use of: (A) signing and performance incentives; (B) stipends for certification through alternative routes; (C) scholarships to pursue advanced course work in STEM; and (D) other programs that the State educational agency determines to be effective in recruiting and retaining individuals.
(5) Developing curricula or aligning to state standards	Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and science.
(6) Establishing distance learning	Establishing distance learning programs for math and science teachers using curricula that are innovative, content-based, and grounded in current scientifically-based research.
(7) Peer mentoring by teachers	Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other teachers at the school and to assist beginning and other teachers at the school, including mechanisms to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.
(8) Exposure to STEM professionals	Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research experience in science and mathematics.
(9) K–8 science/math expertise-building	Designing programs to identify and develop exemplary mathematics and science teachers in the kindergarten through grade 8 classrooms.
(10) Encouraging underrepresented individuals into STEM	Training mathematics and science teachers and developing programs to encourage young women and other underrepresented individuals in mathematics and science careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.

VI. Application Components and Requirements

A. Packet of Intent (Due August 6, 2013):

1. Proposal Cover Sheet (Appendix A)
2. Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.
3. Complete Partner List (Appendix B)
4. *Draft* Budget and *Draft* Budget Justification (Appendix C and D)

B. Pitch Day (1st day - August 9, 2013 | 2nd day - August 15, 2013):

Unlike the standard grant proposal, this Mini Grant requires the Packet of Intent be submitted (as discussed in subsection A) and followed by a Pitch Day. At the Pitch Day, the eligible partnership will submit the remaining components of their proposal as a Pitch Packet (as discussed in **paragraph 2** of this subsection) and will have 20 minutes to present in the form of a formal Pitch to the Oklahoma State Department of Education.

The Pitch can be conducted in person or virtually and should creatively convey the intent of the proposed activities. While some components are required in the Pitch, the actual structure and delivery is mostly up to the discretion of the presentation team. Below, components required within the Pitch are listed in **paragraph 1**.

1. **The Pitch:** The Pitch must include a description of the implementation of activities and address each of the following items:
 - a. Address how the proposal will meet the selected Key Goals (from Section V) and the 5 Areas of Intent (from Section I) of the Math and Science Partnership.
 - i. A clear statement of the pedagogical foundations for the proposal should be made.
 - b. Creatively address how the selected Key Goals will be achieved through the proposed allowable activities.
 - c. Address how the proposal will align with Professional Development needs of the participating districts.
 - i. Presentation of implementation plans may refer to:
 - District Test Scores;
 - Teacher Feedback;
 - Administrator Feedback;
 - Student Feedback;
 - Parent/Community Feedback; or
 - Any Current Evaluation of the School.
 - d. Address how the activities will be aligned with the following:
 - Oklahoma Academic Standards for 2013-2014 and 2013-2015 <http://ok.gov/sde/oklahoma-c3-standards>
 - Other educational reform activities that promote student academic achievement in mathematics and science.
 - e. Address how the proposed activities involve the expertise of mathematicians, scientists, and engineers with particular attention to the processes, principles and concepts associated with mathematical problem solving, scientific inquiry and technological design. In as much as possible, the incorporation of both mathematics and science concepts is strongly encouraged.
 - i. Where applicable, identify how relevant career pathways will be introduced to teachers to support them in providing STEM career awareness for their students.
 - f. Show evidence of a pre/post assessment that will be utilized to show teacher professional growth in areas of science and mathematics content knowledge.
2. **The Pitch Packet (Due Day of Pitch):**
 - a. *Action Plan* - An overview of the *Action Plan*, which includes timeline of events necessary for project success. (See Appendix E for an example of an Action Plan.)
 - b. *Summary of Needs* - A summary of the needs with respect to the teaching and learning of mathematics and science of all school districts or schools that comprise the eligible partnerships.
 - i. See Appendix F for sample Needs Assessment Survey.
 - ii. Each eligible partnership may choose to compose their own statement of need relying on any combination of the following items:
 - District Test Scores;
 - Teacher Feedback;
 - Administrator Feedback;
 - Student Feedback;
 - Parent/Community Feedback; or
 - Any Current Evaluation of the School (such as the A-F Report Card).
 - c. *Program Personnel Qualifications* - Include a narrative that lists each program personnel and their credentials for participating in the math and/or science professional development activities. Do not attach résumés.

- d. *Partner Identification Form* - Required for each eligible partner (Appendix G).
- e. *District Affirmation of Partnership Consultation (for Public Schools)* - Required for each eligible partner. (Appendix H)
- f. *Declaration of Intent and Statement of Assurances (for Private Schools)* - Required for each eligible partner. (Appendix I)
- g. *District Affirmation of Partnership Consultation (for Private Schools)* - Required for each eligible partner. (Appendix J)
- h. *Sustainability* - Include evidence that the objectives and goals of the grant proposal support existing programs or efforts of the Lead LEA and the Oklahoma State Department of Education.
- i. *Institution Review Board Certification (if applicable)*
- j. *Bibliography*: List reference materials that are current and research based; cite studies that can be used as a basis for meeting identified needs; cite resource articles, books and/or journals that support proposal activities.
- k. *Budget*: The Lead high-need LEA is the fiscal agent for this grant. The Lead LEA's IDC rate will be used for this grant. By law, this grant **cannot** purchase items that will be used in a classroom setting for K-12 students. **ALL items purchased may only be used for teacher professional development.** All technology equipment, science equipment, math equipment, and other items/supplies approved to purchase with Title II, Part B monies must be kept in a professional development center at the appropriate LEA site. Thus, higher education institutions are not to receive equipment, supplies, etc., unless materials are specifically used to carryout responsibilities of the grant, and, then the items must be returned to the Lead LEA at the completion of the grant period.
 - i. Include a Final FY2013 Summary Budget (Appendix H).
 - ii. Include Final Budget Narrative/Justification (Appendix I)
 - The budget narrative/justification must give an explanation for the need of each item on the budget as well as how the amount was determined for each item on the budget. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources.
 - iii. It is required that the Program Director and Lead LEA Chief Financial Officer maintain a budget accountability report for MSP expenditures. Claims must be submitted to the OSDE in a timely fashion and payable according to the parameters of the awarded grant.
 - iv. *Note: **Example** of unallowable expenses: classroom kits, food items (unless needed for science/math inquiry activities), stipends or travel expenses for staff members who are not participants of the MSP Project, computers and smart boards for classroom(s), technology for teacher(s) classroom, printers and camcorders for teacher classrooms, capital improvements, facility rentals, full salaries of administrative or clerical personnel, tuition charges and/or university fees, travel expenses for out-*

of-state conferences/presentations other than one MSP Regional Conference.

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

VII. USDE Evaluation

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

1. Project Profile
2. Project Narrative

Detailed information concerning this evaluation will be sent directly to project directors from the USDE. If your project is approved, you will receive official notification and instructions on how to complete the 2012-2013 USDE Annual Performance Report.

VIII. Proposal Submission and Review

A. Submission

Applicants must bring **four** copies of the pitch day packet materials to the pitch day. If applicants prefer a to present materials via virtual means for the pitch day, they should e-mail pitch day packet materials to Jeff Downs at Jeff.Downs@sde.ok.gov prior to their scheduled pitch time.

1. **To be considered for funding, the Packet of Intent materials must be received at the Oklahoma State Department of Education no later than 4:30 p.m. on Tuesday, August 6, 2013 and the Pitch Day Packet should be received no later than the day of the pitch presentation for those presenting in person or the day prior for those submitting pitch presentations virtually.**

B. Review Process

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

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

Following the review, eligible Program Directors will be contacted by the OSDE staff to discuss any modifications of the project plan that may be required. The OSDE will seek to fund those

proposals that show the most promise for successful professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

IX. Award Administration

A. Notification of the Award

After completion of the review process, the Program Director will be notified of the status of their proposal. This is tentatively scheduled for August 16, 2013.

B. Award Conditions

Approximately \$600,000 dollars are available for Oklahoma Mathematics and Science Partnerships Mini Grant awards.

1. *Supplement Not Supplant* - Funds received shall be used to supplement and not supplant funds that would otherwise be used for proposed activities.
2. *Subgranting* - The Lead LEA must be aware that subgranting this award is not allowable.

C. Duration of Grants

Activities for the Mini Grant award will be effective from August 16, 2013 through December 30, 2013. All funds during the award year must be encumbered by September 30, 2013. All funds must be spent and reported by December 30, 2013.

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

D. Modifications Notification

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

E. Private School Requirements

The MSP program is subject to the requirements of Sections 9501-9504 of the No Child Left Behind Act of 2001 regarding the equitable participation of private school teachers in this grant program.

1. **Eligibility:** Private school eligibility is based on the location of the private school(s), the design of the grant program, and the needs of the private school(s). The private school must be located within the communities or geographic boundaries of the Lead LEA's school district. The Lead LEA is only responsible to consult with the State-approved private school list.
2. **Consultation:** The Lead LEA is responsible to identify all the appropriate private schools and to contact the appropriate private school officials to begin the consultation process. The private school(s) must be given a genuine opportunity

to participate in the MSP program. The NCLB legislation requires all applicants to conduct timely and meaningful consultation with the appropriate private school officials prior to the development of the Lead LEA's grant application and prior to any decision made regarding the design of the Lead LEA's MSP project that could affect the ability of private school students, teachers, and other education personnel to receive benefits. Consultation must continue throughout the implementation and assessment of project activities.

3. **Services:** The project grant related services and benefits must be comparable to those provided to public school teachers participating in the MSP grant. All services must be secular, neutral, and nonideological.
4. **Documentation:** The Lead LEA must submit the signed Declaration of Intent to Participate in the MSP Grant, Statement of Assurances for Private Schools, and District Affirmation of Consultation with Private Schools (Appendices I and J). These three forms must accompany the application and be signed and dated by both the Lead LEA's superintendent and the private school official. A grant application may be disqualified if it fails to include these forms in its grant application.