Listed below are the required components of the application which are included and should be responded to in the workbook. Applicants should not append additional material other than what is required. These components must be submitted by Monday, February 24, 2014 for anticipated initial release of funds in April 2014.

PART I - SIGNATURE PAGES

A. **Standard Contract Form and Application for Program Grants** This form is to be mailed in duplicate with original signatures.

B. **Partner Contributions and Commitments**

Describe what supports the institution of higher education will provide, to enhance partnership activities, such as: faculty to plan and present the course; meetings to plan and implement policy changes at the institution; new degree programs and/or institutionalization of MMSP course; onsite support for educators during the school year, etc.

Describe how the high-need district will support the partnership activities, such as: identifying and recruiting educators; providing administrative support by allowing time for educators to meet and plan; linking MMSP course work and development of District Determined Measures (DDMs) to individual professional development plans; providing release time for educators to meet with administrators and other teacher partners to assess DDMs administration and data analysis and future professional development needs; etc. At the end of the 3rd year grant districts must have developed and implemented at least one DDM for each middle school teacher.

Describe the role of additional partners and describe specific ways these partners will support the partnership activities. Additional partners may include: engineers, mathematicians, or scientists from institutions of higher education; teacher training department of institutions of higher education; additional school districts; business partners; and/or non-profit or for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers.

C. **Statement of Assurances:** This form requires an original signature of the lead partner’s Superintendent or Dean/Provost as well as the Project Director.

D. **Equitable Participation of Private Schools:** The MMSP grant requires the equitable participation of private schools. Private schools in a district can be found under school/district profiles on the ESE website. After consulting with the private schools and offering them the opportunity to participate, please provide the information in this form.

PART II – GENERAL

A. **Title and Abstract** Provide a summary of the proposed project that briefly describes your vision, goals, activities and key features that will be addressed as well as the expected outcomes of the work.

B. **Project Impact** This includes numbers of districts, schools, and educators expected to participate in each course from high-need districts as well as the total number of educators expected to participate.

C. **Contact Information**

D. **Qualifications:** Summarize the qualifications and relevant experience of the project leaders and key instructional staff members. (Do not include resumes.)

PART III – PROGRAM INFORMATION

A. **General Program Narrative:** This section addresses the partnership, needs assessment, proposed professional development school/district participation and sustainability.
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- **Partnership:** Provide evidence of a meaningful partnership. In terms of both commitment and capacity, describe evidence that representatives from each partner organization, including administrators and possibly teachers, participated in meaningful planning for and development of this proposal. Describe the partnership’s proposed governance structure specific to decision-making, communication, and fiscal responsibilities. Show evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities. (The specific role and commitment of each partner is to be included in the Partnership Commitment form.)

- **Needs Assessment:** Describe any current District Determined Measure(s) for STEM. Are the DDMs credible, instructionally useful measures of student growth in STEM? Identify and prioritize DDMs against the following requirements:
  - important learning objectives for grade and subject clarified;
  - desired learning gains at each grade and subject identified;
  - methods of measuring student learning identified; and
  - high, moderate, and low learning gains distinguished.

If there are no DDMs in place, identify and prioritize the middle school STEM disciplines and grades in need of DDMs. At the end of the 3rd year grant districts must have developed and implemented at least one DDM for each participating middle school teacher.

Identify and prioritize professional development needs of participating middle school STEM educators and administrators; and the academic needs of their students. These may be based on an analysis student learning needs (i.e., MCAS results and/or benchmark assessments), and district and/or school STEM initiatives and instructional leadership for supporting STEM improvement and evaluation.

The goals and objectives for the proposal must be based on the results of this needs assessment.

- **School/District Participation:** Provide evidence of a clear commitment of the school/district leadership to support the middle school STEM educators in participating in the work proposed by the project; include the PD and implementation of the developed DDM(s) district-wide. Explain how educators will be identified, provided sufficient time and incentives to complete the course work, develop the DDM(s), and collaborate on the follow-up activities. It is expected that the participants consist of educators from across the district.

These middle school educators will be responsible for identifying the DDM(s), developing or modifying components, collecting feedback from other educators on the administration and scoring of the DDM(s). They will create a timeline for administering, scoring, analyzing and modifying their DDM(s). A few of the educators selected to participate in the partnership and create the DDMs for the District should: work across the district and represent the teacher voice, have knowledge of special populations, and understand how assessments will impact the classroom.

- **Sustainability:** Each core partner must describe how it will continue and/or extend the activities funded under this proposal after the grant period has expired. High-need districts should describe a mechanism to integrate educators’ experiences into the provision for professional development, support, and assistance at the district/school level. Higher education institutions should describe how components or full courses will be integrated in the institution’s on-going program, department, or regional offerings.

- **B. Work Plan:** Describe the professional development program, how the course(s) and follow-up activities proposed are related, and how they meet the DDM and professional development needs defined in the section above. In this section, explain how the coursework
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and activities align with the Goals and meet for the Massachusetts Standard for Professional Development.

Courses and Activities: Courses and follow-up activities should be clearly defined in a table to include:

- course titles, course objectives, practice and/or content learning standards coded to the appropriate framework, DDM(s) identified (for development and implementation), the number of contact hours, course location, and instructors; and
- a description of follow-up activities, including instructors involved, the number of hours per activity, and how these activities will help teachers implement standards and DDM(s) from the course of study to improve student learning growth.

Describe how high-need districts/schools will integrate activities into their improvement initiatives, alignment documents, and/or instructional leadership training.

Syllabus: A syllabus for one (or more) professional development courses should be included. A template of key elements of a MMSP syllabus and sample is included in the Workbook to provide guidance. As part of this syllabus, there should be a detailed description of one 3-4 hour session that defines the Massachusetts standards addressed (content and practice), the activities incorporated, and the learning expectations for the participants. All PD course syllabi are required for the end of grant report.

High-need districts: Describe how High-needs districts will integrate activities into their improvement initiatives, alignment documents, and/or instructional leadership training.

End of year Files/Data: Identify which partner will maintain and submit the end of grant Partnership files in electronic format:

- PD courses: syllabi, formative and summative evaluation tools,
- participant data, and
- DDMs: inventory, tools, & data.

Participant Tracking System: It is expected that each partnership will maintain a database (or other electronic tracking system) of all program participants, including a record of the courses each participant completed and when those courses were completed. This system will be provided by the state evaluator and is designed to allow for follow-up data collection from participants regardless of when they completed their last course in the program.

DDM Inventory: It is expected that each partnership will maintain a database of all partnership participants’ DDM(s) and an electronic collection of the DDMs assessment tools. The database should include the intended measures and link to the assessment tools.

C. Project Timeline: Include a monthly timeline for implementation of this year’s activities, including estimated course start dates, course end dates, leadership meetings, planning/designing meetings, data review and analysis meetings, and follow-up activities.

D. Evaluation Plan:

Program Level: Through a separate process, the DESE will contract for a single, statewide evaluation firm or entity to conduct partnership and program level evaluation research activities associated with the grant. Each partnership will need to contribute data to support this evaluation. This is still to be determined but may include a review and analysis of each partnership’s PD course assessments/data sources and DDMs. No action relative to the program level assessment is needed for this proposal; the district’s awareness of and willingness to participate in the program is all that is needed for the program level evaluation.

Course Level: Participant impact assessment and data collection is required. All professional development funded by this grant program will be implemented in accordance with Massachusetts Standard for Professional Development. Describe how the professional development course(s) of the partnership will address standard 4: “HQP is assessed to
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Ensure that it is meeting the targeted goals and objectives. Below is an excerpt of standard 4:

| 4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives. | 4.1 Formative assessment using multiple sources of data measures progress toward professional development goals and learning objectives. |
| | 4.2 Summative evaluation measures the attainment of professional development goals and learning objectives. |
| | 4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development. |

A sample worksheet is included in the Workbook to provide guidance on the information requested in this section.

High-need districts should measure progress toward integrating professional development with STEM improvement initiatives, such as:

- the development or redesign of school or district alignment and planning documents;
- the creation of tools or protocols to assess teacher needs and enable targeted professional development; and
- the formation of a site-based action plan to support the integration of course content and mathematical and scientific practices into curriculum and instruction.

PART IV – BUDGET PAGES

A. Project Expenditures Include the budget for project administration, staffing, contractual services, supplies and materials, travel, indirect costs, and other related costs. Explanations of budget and in-kind or matching contributions may be included in the budget details or cumulative section of the Workbook. Proposals must include a provision for state evaluation of the partnership activities and the allocation of 10% of the total grant proposal to the state evaluator.

B. Budget Details for FY2014 For partnership staff, include: name; institution; primary type of activity (such as program coordination, course planning and instruction, attendance at partnership meetings, onsite support of teachers in their classroom, etc.); rate per hour/day; and number of hours/days. Itemize the costs for materials, supplies, and incentives (stipends, graduate credits, MTEL, or substitutes) reported in the Project Expenditures section. Approximate the amount of funds allocated to each partner.

C. Cumulative Budget This worksheet summarizes the proposed expenditures for all years of the project, provided that funds are available.

STATE AND FEDERAL REPORTING REQUIREMENTS

Each partner must be familiar with the federal and state reporting requirements and be prepared to provide all of the required information in a timely manner as described below.

The Department has established an ongoing reporting system for all partnerships, consisting primarily of end-of-course summary report packages. These report packages will be submitted within two weeks of the end of the course and will include: course enrollment and completion rates; individual pre/post-results of the participant content knowledge assessment; completed course participant background surveys; and DDM(s) and tools. In cases where partnerships are providing data on individual participants (pre/post-results and the background surveys) those data must be collected using an individual coding system prescribed by the Department. This coding system will allow data to be linked anonymously across various instruments and program years.

Federal legislation authorizing the MSP program (Title II-B) requires each of the projects funded by the States to submit an annual report to the U.S. Department of Education (USED), documenting the partnership’s progress in meeting its MSP goals and objectives. An electronic
REQUIRED PROGRAM INFORMATION

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Annual Performance Report (APR) reporting system is the tool designated by the USED for the reporting of MSP projects to provide the following types of information: Description of MSP Partners, Roles and Responsibilities of Partners, Information for GPRA Reporting, Characteristics of MSP Participants, Professional Development Models, Program Evaluation Design, Evaluation Findings and Evidence of Outcomes. Partnerships will be provided access and instructions on the use of this system. Most of the data necessary to complete sections two through five of the federal report will be collected through the Massachusetts Department of Elementary and Secondary Education and/or generated by the MSP State Evaluator. The MSP State Evaluator will offer assistance in processing those data and providing them to the partnership to facilitate compliance with the federal requirements.