



Office of Education Improvement and Innovation

TITLE: Statewide System of Support for High Priority Schools Combined Technical Assistance Grant

PURPOSE: The Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB), requires state education agencies to develop and implement a support system for schools identified for improvement, corrective action, or restructuring (High Priority Schools). The Statewide System of Support (SSoS) is the Michigan Department of Education's (MDE) system that meets these federal requirements.

PROPOSAL DUE: Original and seven (7) copies delivered to:
Bill Witt, Office of and Education Improvement & Innovation, 4th Floor, Hannah Building, 608 West Allegan Street, P. O. Box 30008, Lansing, Michigan 48909, by **5:00 p.m. on July 14, 2010.**

DATE OF ISSUE: July 1, 2010

SECTION I: General Information for the Bidder

If awarded this grant, I understand and agree to the following:

I-A PURPOSE

The Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB), requires state education agencies to develop and implement a support system for schools identified for improvement, corrective action, or restructuring (High Priority Schools). The Statewide System of Support (SSoS) is the Michigan Department of Education's (MDE) system that meets these federal requirements.

This grant will provide:

1. Fiscal administration, coordination, and support for the SSoS and related activities and services.
2. Enhancements and expansion of Michigan's current Statewide System of Support to Michigan's high priority schools through the following strategies:

Strategy 1: Provide customized technical assistance to high priority school staff at the request of ISDs and Local Education Agencies (LEA) to address the needs of the following target populations that did not make Adequate Yearly Progress (AYP) in mathematics and/or English language arts:

- Whole student groups
- Special Education students
- English Language Learners

The goal of this strategy is: To assist Title 1 schools identified for school improvement, corrective action, or restructuring for proficiency in whole group or the subgroups of special education and English language learners to meet AYP within 2 years by providing technical assistance in mathematics and English language arts (ELA).

Grant applications should propose the most effective activities based on research for meeting the goal. Applications should demonstrate a thorough understanding of 1) the Michigan Statewide System of Support (SSoS) as designed and to be implemented in the 2010-11 academic year, and 2) the Michigan School Improvement Framework (SIF). The SSoS and the SIF are the foundation upon which the grant activities will build.

The services of the grant recipient will be requested by the ISD serving the HP school. For purposes of the grant application, the applicants should build their proposal upon the assumption (based on 09-10 data) that approximately 85 schools will request technical content support in mathematics, and approximately 110 schools will request technical content

support in ELA. The proposed content support must include coordination with other elements of the SSoS and contribute to a single, cohesive and comprehensive system.

A growing number of HP schools are high schools and alternative schools. Thus successful grant applicants must propose specific activities to address the needs of these schools. For purposes of the proposal, based on 2009-10 data, applicants should base their proposal upon the following number of schools for the first year of the grant:

- 50 grade 9-12 schools
- 25 Alternative schools with grades 9-12
- 20 grade 6-8 schools
- 55 grade K-5 or K-8 schools

We expect applicants to outline specific direct services to high priority (HP) schools identified for improvement such as content coaches, data coaches, sustained professional development activities, or other research proven activities to improve direct instruction and student learning. The proposal should comprehensively address all important aspects of an activity. For example, if content coaches are proposed, the RFP should address at least the following components:

- Coach employer or contracting entity
- Coach training
- Coach selection
- Coach evaluation
- Ongoing coach sustained learning activities

MDE curriculum staff will provide leadership coordination and guidance to the contracting agency.

Proposed activities must ensure that instruction in HP school classrooms is data driven.

Proposed activities must build local school instructional staff capacity to sustain the activities after the school succeeds in meeting AYP and is no longer identified for improvement, corrective action, or restructuring.

Proposed activities must complement the local curriculum and be flexible enough to utilize existing curriculum materials and methods as adopted in the wide diversity of HP schools across the state.

We encourage the applicant to partner with Michigan content organizations, teacher education colleges or other qualified entities to fulfill its proposal.

Strategy 2: Utilize research-based strategies or practices to change instructional practice to address identified needs

Grant applications or proposals must be based upon the existing educational research and cite specific research results and trends upon which the proposal is developed. Proposed activities must be consistent with the research in duration, intensity and fidelity. For example, if the research trend indicates that content coaches must have a model of effective instruction, demonstrate effective instruction, observe instruction, give feedback on instruction and coach the teachers in an elementary building at least 60 days per school year, a proposal for content coaches must address each of the elements cited in the research.

The proposal should include indications of how the applicant will identify and disseminate information about promising practices for the targeted school populations.

Proposal must contain a description of the impact of each proposed activity on student achievement.

Based on the needs identified by LEAs, the grantee will train and/or organize services that meet the needs of the LEAs. The grantee will provide technical assistance to High School, Alternative Education, English Language Learners and special education staff regarding best practices in delivering high level curriculum to students who have not met proficiency standards. The primary recipients of these services should be for Title I schools identified for improvement, corrective action or restructuring.

Strategy 3: Create partnerships for the purpose of delivering technical assistance, professional development, and management advice.

The grantee will work in close partnership with MDE curriculum and special education consultants. The MDE Office of Education Improvement & Innovation will collaborate and provide guidance regarding instructional support. The grant recipient is encouraged to work collaboratively with other professional organizations such as Michigan content organizations, teacher education colleges and other entities specifically serving mathematics, ELA, alternative education, special education, English Language Learners and high schools.

Letters of support from partner organizations would strengthen a proposal.

Strategy 4: Provide professional development to enhance the capacity of the school support team members and other technical assistance providers who are part of the Statewide System of Support

The grantee will research current practices used by other states with High Priority Title I schools specifically focused on improving content instruction for the targeted populations to continuously improve and refine the

effectiveness of the content support. The research will focus on working with systems, successful restructuring models, and other successful implementation models for schools identified for restructuring.

Proposals should include appropriate professional development to schools and districts with common needs: for example, giving Intermediate School Districts, local educational entities and school staff the needed professional development on effective instructional practices with identified subgroup AYP challenges in common.

Strategy 5: Other Data-Driven Strategies

We expect that content coaches will have or be trained to have the ability to integrate the development, analysis and use of content specific and specific data driven instructional strategies. For example, providers in the area of High School ELA coaching may need additional training on ELA data development, analysis and instructional interventions. The grant should include funds to train coaches or providers as well as the high priority school staff. A description of how needs will be determined for such training should be included.

I-B ISSUING OFFICE

This Request for Proposal (RFP) is issued for the State of Michigan by the Michigan Department of Education (MDE), Office of and Education Improvement and Innovation (OEII). The OEII is the sole point of contact in the State for this RFP. All inquiries relating to this grant should be addressed to:

Bill Witt, Consultant, School Improvement Support
Office of and Education Improvement and Innovation
Wittb1@michigan.gov
(517) 373-4140
4th Floor, John Hannah Building
P.O. Box 30008
Lansing, MI 48909

I-C CONTRACT ADMINISTRATOR

Upon receipt at the OEII of the properly executed Contract Agreement, it is anticipated that the Director of the OEII will identify the person(s) to be the authorized Grant Contact.

I-D TYPE OF GRANT

The fiscal agent (successful bidder) will be the grant recipient and will be responsible for:

- a) facilitating the funding mechanism for the services and activities to be supported through this grant. The Grantee will primarily provide

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fiscal management for these services and activities as coordinated through the OEII

- b) implementing training, technical assistance, and other activities to support continuous improvement in Title I schools identified for improvement, corrective action, or restructuring under the ESEA as outlined in section 1-A(2) of this RFP.

I-E FUNDING

The proposal will be awarded with ESEA mandated activities funds; the anticipated total amount of this grant is up to \$21,700,000 each year and is subject to change based on OEII need. Funding will be effective following the approval of the grant award by the Superintendent of Public Instruction. The funding period is twelve months beginning October 1, 2010 and ending September 30, 2011 and in one year increments thereafter. Based on satisfactory performance and availability of funds, the project and yearly funding may continue up to five years.

I-F FUNDING CARRYOVER

Carryover to a subsequent year is subject to approval and should be budgeted in accordance with subsequent year activities.

I-G ELIGIBLE APPLICANTS

Any Intermediate School District (ISD), Regional Education Service Agency (RESA), or an organization representing ISDs/RESAs with demonstrated experience in providing the services requested, are encouraged to submit a proposal. The recipient will partner with MDE. **If you plan to submit a proposal, please contact Bill Witt at wittb1@michigan.gov prior to the proposal due date of July 14, 2010 so that the appropriate number of peer review panelists can be secured.**

I-H RESPONSE DATE

To be considered, proposals must arrive at the OEII as specified on the cover page of the RFP. Bidders mailing proposals should allow mail delivery time sufficient to ensure timely receipt of their proposals. Proposals which are received after the specified due date and time, regardless of the date of postmark receipt, cannot be considered and will be returned promptly to the bidder. Bidders are solely responsible for the timely arrival of proposals at the OEII. Late proposals and proposals submitted electronically or by facsimile will be returned to the applicant ***without review***.

I-I REJECTION OF PROPOSALS

The MDE, OEII reserves the right to reject any and all proposals in whole or in part or to negotiate separately with any sources whatsoever to serve the best interests of the State. Additionally, past performance on other grants will be considered when recommendations for the grant award are made to the Superintendent of Public Instruction. This RFP is made for information

and planning purposes only. The State does not intend to award the grant solely on the basis of any response made to this request or otherwise pay for the information solicited or obtained.

I-J PERFORMANCE REPORTING

As a condition of receiving funding, the recipient will provide the MDE, OEII with progress reports describing the project's progress on the approved work plan. The MDE, OEII may place these progress reports on a website. Additional information needed to assist the state in meeting its federal reporting requirements for this program will also be required. Reports may be required by the MDE, OEII at any time. The MDE, OEII serves the right to suspend or terminate the grant program if there is a lack of progress.

I-K ACKNOWLEDGEMENT

All hard copy and electronic publications including news releases, reports, films, brochures, CD-ROMs, videos, DVDs or any project material developed with funding from this grant must be approved by the MDE before dissemination. All products and materials must include the following statement:

This document was produced through an ESEA Statewide System of Support for High Priority Schools initiative awarded by the Michigan Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Michigan Department of Education, the Michigan State Board of Education or the U.S. Education Department and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project, contact the Office of Education Improvement and Innovation, P.O. Box 30008, Lansing, Michigan 48909.

I-L APPLICANT'S CONFERENCE

A conference call and webinar is scheduled for **July 7, 2010 from 1 p.m. – 3 p.m.** to discuss with prospective applicants, the work to be performed and to give the applicants an opportunity to ask questions. The applicant's conference call is for information only. If you wish to participate in this conference call, please contact **Bill Witt at wittb1@michigan.gov**. The OEII retains the right to modify this RFP, if it is necessary, to comply with laws or ensure a clearer understanding of its content. Any information that changes the content, funding amount or filing procedures will be posted on the MDE website and mailed only to the persons who notify the MDE, OEII of their intent to submit a proposal.

I-M ADDENDUM

In the event that it becomes necessary for the OEII to revise any objective in Section II, an addendum will be posted on the MDE website and provided

in writing to all potential bidders who have notified the MDE, OEII of their intent to submit a proposal.

I-N ORAL PRESENTATION

Bidders who submit a proposal may be required to make an oral presentation of their proposals to the MDE. These presentations provide an opportunity for bidders to clarify the proposal to insure thorough mutual understanding. The OEII will schedule these presentations, if required.

I-O PROPOSAL PREPARATION, FONT SIZE, AND PACKAGING

The proposal should be prepared simply and economically, double-spaced, with one inch margins and with a font no smaller than Verdana 11 point. Tables must be developed with a font no smaller than Verdana 11 point, but text may be single-spaced. Proposal narratives must be no longer than 50 pages in length. The program budget and associated narrative may be appended. All application pages must be securely stapled. Special bindings and binders should not be used. Applications submitted but not in accordance with application preparation instructions **will be returned without review.**

SECTION II: WORK STATEMENT

II-A UNDERSTANDING OF NEED

The OEII is seeking a Grantee to serve as a fiscal agent for activities and services related to the SSoS, and to implement training, technical assistance, and other activities to support continuous improvement in Title I schools identified for improvement, corrective action, or restructuring under the ESEA.

In order to support the development and implementation of the SSoS, the OEII has identified a variety of activities and services that are necessary to achieve goals and objectives of a continuous improvement system. This includes consultation, technical assistance, special work groups or expert teams, and/or targeted assistance. These may vary in length and include: ongoing services and consultation; intermittent services and consultation; one-time expert consultation; and necessary product development. Compliance reporting and analysis are also a function of this project.

Such services and activities will be supported through this grant on an as needed basis. The Grantee will provide fiscal management for these services and activities as coordinated through the Grant Contact at the OEII.

II-B OBJECTIVES

The Grantee will primarily be responsible for facilitating the funding mechanism for access to and services of specialists, experts, and/or staff with unique services necessary for the continued development and implementation of the SSoS. The Grantee, as fiscal agent, will coordinate funding of services and activities through the Grant Contact at the OEII. The following objectives are specific to the implementation of this grant:

1. Implement fiscal support for selected services and activities related to the SSoS initiative as identified by the OEII.
2. Provide access to technical assistance and consultation for advisory teams, grantees, contractors, districts, and staff, as necessary, to develop and implement identified improvement activities.
3. Employ independent contractors as indicated by OEII to ensure continuity and adherence to stated OEII goals and objectives.
4. Provide customized technical assistance to high priority school staff at the request of ISDs and Local Education Agencies (LEA) to address the needs of target populations that did not make Adequate Yearly Progress (AYP) in mathematics or English language arts.
5. Utilize research-based strategies or practices to change instructional practice to address identified needs.
6. Create partnerships for the purpose of delivering technical assistance, professional development, and management advice.
7. Provide professional development to enhance the capacity of the school support team members and other technical assistance providers who are part of the Statewide System of Support.

8. Utilize data driven strategies in meeting the above outlined objectives.

II-C TASKS

As stated in II-B, the grantee's primary responsibilities are to serve as fiscal agent for the SSoS and related activities, and to provide technical assistance to high priority schools. The OEII will direct the priorities of the grant and the fiscal agent will provide fiscal supports as necessary to implement the activities and services.

II-D REVIEW PROCESS

All proposals will be reviewed using a structured review system. Award selections will be based on merit as determined by points awarded in accordance with the Review Panel Score Sheet and all relevant information provided in the proposal. Based on this process, the OEII will provide formal funding recommendations to the Superintendent of Public Instruction.

The maximum score for the following criteria is 200 points. The Superintendent of Public Instruction may apply other factors in making funding decisions such as the performance of the fiscal agent on previously funded initiatives.

Vision for Service Agency Partnership	50 Points
Project Design	30 Points
Communication	30 Points
Project Evaluation	25 Points
Internal Controls	30 Points
Project Budget	15 Points
Qualifications of Key Personnel	20 Points

Bidders should refer to Appendix B for the score sheet.

SECTION III: Information Required from Bidder

The bidder's proposal is to be submitted in the format outlines below. Use only the alphabetical numerals and headings listed below, and not the Roman numeral III.

III-A COVER

The cover page of the proposal must include: (1) the title of the grant; (2) the organization name and address; (3) the phrase "Authorized Negotiator," followed by the typed name, title, and phone number of the person authorized to negotiate the proposed Grant Agreement with the Department of Education; and (4) the phrase "Submitted with the assurance that this proposal will remain valid for at least sixty days from the due date, by:" followed by the signature, typed name and title, and date of signature of the person authorized to execute legally binding Grant Agreements with the State of Michigan. Bidders may list alternate negotiators in item (3) above.

III-B BUSINESS ORGANIZATION

State the full name and address of the organization and, if applicable, the branch office or other subordinate element that will perform or assist in performing the work proposed. Indicate whether the organization operates as an individual, partnership, or corporation. If it is operated as a corporation, include the state in which it is incorporated. If appropriate, state whether it is licensed to operate in the State of Michigan.

III-C UNDERSTANDING OF NEED

State in succinct terms an understanding of the problem(s) as presented by this RFP. Evidence of sufficient understanding should extend beyond a mere restatement or paraphrase of the "Understanding of Need" statement from the RFP. Support this understanding with examples of existing capacity if possible.

III-D WORK PLAN

Include a narrative summary description of the proposed fiscal services and technical assistance that will be delivered. Make specific reference to the objectives in the RFP and to the fiscal services required.

III-E PRIOR EXPERIENCE

The organization must show the ability to perform as a fiscal agent. Proposals must include documentation of the following:

- a. History of sound fiscal oversight;
- b. Documented audit integrity;
- c. Documented ability to support fiscal components within timelines which may include copies of process flowcharts that may assist with demonstrating fiscal accountability;

- d. Documented experience in managing fiscal support for multiple initiatives simultaneously;
- e. Documented procedures and protocols for fiscal processes;
- f. Copies of standard forms used for financial transactions including: travel expense reimbursement, requisition for purchase orders (if applicable), contract service payment request, contract format for independent contractor, etc.
- g. History of providing technical assistance to high priority schools to address the reasons the school did not make Adequate Yearly Progress (AYP) in mathematics or English language arts
- h. History of use and implementation of research-based strategies or practices to change instructional practice to address identified needs
- i. History of creating partnerships for the purpose of delivering technical assistance, professional development, and management advice
- j. History of providing professional development to enhance the capacity of school improvement or support teams
- k. Experience with data driven decision making and acting as a change agent to foster data driven strategies.

III-F ORGANIZATION CAPACITY AND HUMAN RESOURCES

The successful applicant must be able to support the project as a fiscal agent with personnel who possess talent and expertise in fiscal management and school improvement initiatives. Describe the qualifications of the key personnel who will support:

- a) the functions of a fiscal agent, and
- b) the initiatives, activities, and strategies outlined in section I-A(2) of this RFP.

Include resumes for each staff member.

III-G BUDGET

A partial budget and minimal budget detail are provided on page 28. Bidders should describe their organization's capacity to manage the budget for which they have completed a Work Plan. Bidders should also complete, to the best of their ability, the remaining sections of the budget. This includes outlining any potential miscellaneous or other expenses, including staff (noting FTE), indirect and audit costs. Bidders may also want to take an opportunity to outline any possible in-kind contributions that can be made to the project.

Audits may be at actual cost or included in the indirect. Hardware, software and any other equipment needed to carry out the objectives of the project must be bid at educational discount prices and are subject to prior approval. Other allowable costs incurred for the benefit of the project could include: development of products and services related to operating the program, travel expenses for project staff, postage, telephone, and supplies when they relate directly to communication, dissemination, and technical assistance needed to operate the project.

Instructions for completion:

Bidders who are submitting an RFP for the SSoS Project should complete the above draft budget demonstrating estimated costs for services outlined within the RFP. This includes providing estimated costs for all budget items listed above for which estimated costs have not been provided. These costs are for services outlined in the RFP for which the potential grantee would be responsible.

III-H ADDITIONAL INFORMATION AND COMMENTS

Include any other information that is believed to be pertinent but not specifically asked for elsewhere.

III-I APPENDICES

Include Assurance of Grant Conditions which indicates agreement with grant conditions, as specified in paragraphs IV-H – IV-M. Do not include lengthy general lists of publications or other documents unless their inclusion is ESSENTIAL to reviewer’s understanding of your proposal and you made explicit reference to them in the body of the proposal.

III-J PROPOSAL SUBMITTAL

The original copy bearing ORIGINAL signatures and seven (7) additional copies (for a total of eight) of the complete proposal must be received on or before **5:00 P.M., July 14, 2010** to Bill Witt, at the following address:

Michigan Department of Education
Office of Education Improvement and Innovation
School Improvement Support
P.O. Box 30008
Lansing, Michigan 48909

Or

If shipping by overnight express or UPS, the following address must be used:

Michigan Department of Education
Office of Education Improvement and Innovation
School Improvement Support
Pillar F-19
608 West Allegan Street
Lansing, Michigan 48933

SECTION IV: CONDITIONS OF APPLICANT

If awarded this grant, I understand and agree to the following:

IV-A INCURRING COSTS

The State of Michigan is not liable for any cost incurred by any bidder prior to execution of a Grant Agreement.

IV-B GRANTEE RESPONSIBILITIES

The Grantee will be required to assume responsibility for all activities offered in this proposal whether or not he/she performs them. Further, the State will consider the Grantee to be the sole point of contact with regard to matters, including payment of any and all charges, resulting from the anticipated Grant Agreement.

IV-C RELEASE OF INFORMATION/CONFIDENTIALITY

Grantee initiated publication or news releases of any information pertaining to the Grant Agreement, work performed under the Grant Agreement, products of the work and materials based upon the products shall occur only with written prior approval of the Michigan Department of Education, OEII.

IV-D ACCOUNT AND AUDIT REQUIREMENTS

The applicant will maintain a separate accounting of expenditures for this contract for each fiscal year it is awarded. Funds will only be requested as needed to meet immediate obligations and shall not be drawn for purposes other than those directly related to this contract. Generally acceptable accounting procedures will be used. The Agency's independent auditor will be made aware of the contract so that the auditor can review expenditures as required by federal single audit requirements. The auditor must review all contracts over \$25,000. Current employees of the MDE may not be employed or contracted under this grant.

Expenses charged to this contract will not be charged to any other state or federal source and should follow federal guidelines including but not limited to EDGAR and OMB Circulars A-87 and A-122. This contract will not be used to supplement mandated state or local costs.

IV-E DISCLOSURE

After the Michigan Department of Education awards a grant under a RFP, all information in a bidder's proposal is subject to the provisions of the Freedom of Information Act, Public Act 442 of 1976. This Act also provides for the complete disclosure of Grant Agreements and attachments thereto.

IV-F GRANT PAYMENT SCHEDULE

The payment schedule for any Grant Agreement entered into as a result of the RFP will be negotiated and reflect the restrictions of the funding source. The schedule should show payment amount and should reflect actual work done by the payment dates.

IV-G OWNERSHIP

Ownership of intellectual property resulting from this grant shall remain with the Michigan Department of Education, which reserves the right to copyright or patent them, or otherwise protect their integrity or availability for public use. This stipulation covers recipients as well as sub-contractors receiving funds through this grant program.

IV-H INDEMNIFICATION

The Grantee, as a condition of the Grant Agreement that may ensue from the RFP, shall indemnify and hold harmless the State of Michigan and its agents and employees from and against all claims, damages, losses and expenses, including attorney fees arising out of or resulting from the performance of the work, which includes all labor, materials and equipment required to produce the commodity, construction and/or service required by the Grant Agreement, provided that any such claim, damage, loss or expense (1) is attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property (other than the work itself), including the loss of use resulting there from, and (2) is caused in whole or in part by any negligent act or omission of the Grantee, and sub-grantee, anyone directly or indirectly employed by any of them or any of whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder.

In any and all claims against the State of Michigan or any of its agents or employees by any employee of the Grantee, any sub-grantee, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, the indemnification obligation under this indemnification agreement shall not be limited in any way by any limitation of the amount or type of damages, compensation or benefits payable by or for the Grantee or any sub-grantee under Workers Disability Compensation Acts, disability benefit acts or other employer benefit acts.

The obligations of the Grantee under this indemnification agreement shall not extend to the liability of the State of Michigan, its agents or employees arising out of (1) the preparation or approval of maps, drawings, opinions, reports, surveys, change orders, designs or specifications, or (2) the giving of or the failure to give directions or instructions by the State of Michigan, its agents or employees, provided such giving or failure to give is the primary cause of the injury or damage.

IV-I GRANTEE'S LIABILITY INSURANCE

The Grantee, as a condition of the Grant Agreement that may ensue from their RFP, shall purchase and maintain such insurance as will protect the Grantee from claims set forth below which may arise out of or result from the Grantee's operations under the Grant Agreement, whether such operations be by the Grantee or by any sub-grantee or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

1. Claims under worker's disability compensation, disability benefit and other similar employee benefit act. A nonresident Grantee shall have insurance for benefits payable under Michigan's Workers' Disability Compensation Law for any employee resident of and hired in Michigan; and respects any other employee protected by Workers' Disability Compensation Laws of any other state, the Grantee shall have insurance or participate in a mandatory state fund to cover the benefits payable to any such employee.
2. Claims for damages because of bodily injury, occupational sickness or disease, or death of his/her employees.
3. Claims for damages because of bodily injury, sickness or disease, or death of any person other than his/her employees, subject to limits of liability of not less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate, for non-automobile hazards and as required by law for automobile hazards.
4. Claims for damages because of injury to or destruction of tangible property, including loss of use resulting there from, subject to a limit of liability of not less than \$50,000 each occurrence for non-automobile hazards and as required by law for automobile hazards.
5. Insurance for Subparagraphs (3) and (4) non-automobile hazards on a combined single limit of liability basis shall not be less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate.

The insurance shall be written for not less than any limits of liability herein specified or required by law, whichever is greater, and shall include contractual liability insurance as applicable to the Grantee's obligations under the indemnification clause of the Grant Agreement.

IV-J NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Each proposal must include an assurance statement of compliance with all Federal and Michigan laws and regulations prohibiting discrimination and with all requirements and regulations of the MDE and the U.S. Education Department (USDOED). The assurance must state that it is the policy of the bidder's organization that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for

which the bidder is responsible or for which the bidder receives funding from the USDOED or the MDE.

IV-K AMERICANS WITH DISABILITIES ACT

The MDE is committed to providing equal access to all persons in admission to or operation of its programs and services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the MDE for assistance.

IV-L EQUITABLE ACCESS

All Mandated Activities Project Development and Implementation activities must promote equitable access to support meaningful implementation of the Project and to insure continuity and adherence to stated OEII goals and objectives.

IV-M ACCEPTANCE OF PROPOSAL CONTENT

The contents of the proposal of the successful bidder may become contractual obligations, if a Grant Agreement ensues. Failure of the successful bidder to accept these obligations may result in cancellation of the award.

IV-N CONTINUATION OF FUNDING

Continuation funding for this grant project is subject to the availability of funds and the performance of the grant recipient. The MDE, OEII can cancel the grant with 30 days written notice for:

- Default of the Contractor.
- In the event the OEII no longer needs the services or product specified in the Contract, or in the event program changes, changes in laws, rules or regulations, or the OEII determines that statewide implementation of the Contract is not feasible.
- Reduction in or elimination of funding allocations to the MDE under the ESEA, or any sub-part of the ESEA.
- Fiscal constraints that may occur as a result of compliance and improvement priorities.

IV-O ASSURANCE OF GRANT CONDITIONS

The submission of a proposal, signed by an official authorized to bind the agency submitting the proposal contractually, shall constitute assurance that the proposing agency has accepted, unconditionally and without reservation, all conditions, requirements, and specifications of the RFP. In addition, such submission shall constitute assurance that the submitting agency understands that all or any part of the RFP may be included by reference in any Grant Agreement based on the RFP. See Appendix A.

Appendix A

Applicant Agency (Name and Address)	Project Director (Name, Title, Address, Phone)
Implementing Agencies (Name and Address)	Authorized Negotiator (Name, Title, Address, Phone)
Project Title and Summary	

Authorizing Official Signature

The undersigned, having become thoroughly familiar with an understanding of all the proposed documents attached hereto, agrees to provide the services as specified herein, for the total fees as stipulated herein, subject to negotiation.

I hereby state that all of the information I have provided is true, accurate, and complete. I hereby state that I have authority to submit this proposal, which will become a binding agreement if accepted by the MDE. I hereby state that I have not communicated with, nor accepted anything of value from an employee of the OEII that would tend to destroy or hinder free competition.

I hereby state that I have read, understand, and agree to be bound by all the terms of Section III of this document.

Application is hereby made for a MDE grant in the amount and for the purposes set forth in this proposal.

Signature of Authorized Official

Title

Date

**Title I Statewide System of Support High Priority Schools Combined
Technical Assistance Grant**

RUBRIC

Following is a rubric to help proposal writers discern whether they have sufficiently addressed all the required elements and to help reviewers score the proposals. It is strongly suggested the narrative be written in the sequence of the rubric.

A. Vision for Service Agency Partnership

Provide a clear description of the vision of the system for implementation of the enhancement and expansion of the current Statewide System of Support including but not necessarily limited to:

1. Describe the overarching principles that will guide this grant. Cite relevant research and the key findings from this research
2. Describe the overarching organization of the grant recipient(s) indicating how this entity will work in partnership with MDE to implement the grant.
3. Describe the processes that will be used to coordinate this grant with the statewide system of support and the tools related to the School Improvement Framework.
4. Identify the goals of the grant.
5. Describe how the grant recipient(s) have or will develop the capacity to implement the grant in the first year and meet the proposed goals.

This section is worth a maximum of **50 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
A vague vision is present, but does not connect to the current SSoS; no research is cited.	A description of the vision of the grantee, but is not tied directly to the SSoS. Minimal research is cited.	A complete description of vision of the principles that will guide the grantee to enhance the current SSoS, citing relevant research
A minimal description of the grantee's organization, with no plan to partner with MDE to provide services.	A description of the grantee's organization, but only a vague account of a plan to partner with MDE to provide services.	A clear description of how the grantee's organization can reach the schools involved in the Title I SSoS with a detailed account of how it will partner with MDE to provide services.

Minimal description of the processes used to coordinate the grant. No connections to the School Improvement Framework are drawn.	A description of the process used to coordinate the grant, with no examples offered. Vague connections to the School Improvement Framework are offered.	A clear description of the processes used to coordinate this grant with the current Title I SSoS with examples that may be considered. Connections to the School Improvement Framework are clearly drawn.
Vaguely stated goals, with no measurable results. Benchmarks and timelines are weak or non-existent.	Clearly stated goals, but lacking timeline or benchmarks.	Clearly stated, measurable goals for implementation, including timeline and benchmarks.

B. Project Design

Provide a description of the methodology, design, and strategies to be used to accomplish the project goals. Address the following elements:

1. Describe the specific strategies to be used to implement the grant and relate these to the specifics included in the review of relevant research.
2. Identify the external partners (e.g. content organizations, teacher education colleges, etc.) proposed as part of the grant; describe the role of each partner in serving ISDs and LEAs to improve student achievement in high priority Title I schools; and describe how the agency will identify specific needs of each school.
3. Identify the nature of any professional development activities, coaches or other interventions proposed; tie these back to the research cited earlier; include frequency, intensity, duration and content of each proposed intervention; and identify how data driven instruction will be addressed
4. Identify the targeted populations and explain how services will be tailored to meet the specific needs of each population within the framework of the variety of curriculum materials and methods that exist in the high priority schools across the state.
5. Describe the methods that will be undertaken to build local school instructional staff capacity to sustain the activities after the school(s) return to Phase Zero.
6. Address consistency of each intervention, cohesion between interventions and the existing SSoS, fidelity to proposed interventions and accountability for improving achievement.

This section of the proposal is worth a maximum of **30 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
Strategies are listed, but do not have accompanying research.	Strategies are listed with accompanying research, but don't specifically address the targeted populations in schools identified for improvement.	Specific strategies for each of the populations in schools identified for improvement, corrective action, or restructuring are addressed; research is cited that supports the strategies
No external partners are named.	External partners are named, but only a vague description of their involvement is addressed.	External partners are named that will assist the grantee in increasing student achievement for the subpopulations named. A description of how these partners will be deployed is clearly described.
Interventions are listed, but are not on-going or job embedded. No mention of data is offered.	Interventions such as professional development are listed, but are not supported by research. Use of data is sketchy.	Professional development and / or other interventions are listed using job-embedded, on-going strategies. Interventions must be supported by earlier research citations. Describe how data will be used to determine interventions.
Target population needs are undefined; integration with local needs is not addressed.	Needs are identified, but not linked to specific target populations. There is not a plan for integrating assistance with local materials or programs.	Specific needs for target populations are identified. A plan for integrating the grantee's assistance with the local LEA in terms of programs or materials is defined.
No plan for capacity building is described.	A plan for capacity building at the local level is described, but does not address the target populations.	A plan for capacity-building at the local level is described, including a plan for each target population.

The plan does not address coherence with the current SSoS	A description of how the plan will work in coherence with the SSoS does not include the grantee's proposed interventions.	A description of how coherence to the current SSoS will be addressed; include how the grantee's interventions with the target populations will fit with the current SSoS.
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C. Communication

Provide a description of processes that will be used to:

1. Keep MDE and ISDs/RESAs informed of training and technical assistance opportunities for High Priority Schools.
2. Provide MDE with appropriate financial reporting for:
 - a. Fiscal agent expenditures in support of SSoS activities
 - b. Expenditures related to implementing training, technical assistance, and other activities to support continuous improvement in Title I schools identified for improvement, corrective action, or restructuring under the ESEA.

This section of the proposal is worth **30 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal identifies general processes for timely information related to training and technical assistance opportunities for High Priority Schools	The proposal identifies necessary processes for timely information related to training and technical assistance opportunities for High Priority Schools	The proposal identifies excellent processes for timely information related to training and technical assistance opportunities for High Priority Schools
The proposal identifies general processes for keeping the Office of Education Improvement & Innovation informed of issues and opportunities to improve; and for facilitating resolution of issues.	The proposal identifies necessary processes for keeping the Office of Education Improvement & Innovation informed of issues and opportunities to improve; and for facilitating resolution of issues.	The proposal identifies excellent processes for keeping the Office of Education Improvement & Innovation informed of issues and opportunities to improve; and for facilitating resolution of issues.

<p>The proposal includes a general description of an annual evaluation report to the Office of Education Improvement & Innovation that addresses:</p> <ul style="list-style-type: none"> -Fiscal requirements and responsibilities -Compliance with established state and federal standards -Other relevant criteria. 	<p>The proposal includes the necessary elements of an annual evaluation report to the Office of Education Improvement & Innovation that addresses:</p> <ul style="list-style-type: none"> -Fiscal requirements and responsibilities -Compliance with established state and federal standards -Other relevant criteria. 	<p>The proposal includes a detailed outline of an annual evaluation report to the Office of Education Improvement & Innovation that addresses:</p> <ul style="list-style-type: none"> -Fiscal requirements and responsibilities -Compliance with established state and federal standards -Other relevant criteria.
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D. Project Evaluation

MDE has contracted with the America Institutes for Research to conduct the overall evaluation of the entire SSoS including the components identified in this ITB. Therefore we expect the recipient of this grant to have input into the overall program evaluation, fully cooperate in the overall program evaluation and the evaluation of each of the recipient’s major component strategies.

However, we do expect the grant recipient to establish and implement criteria for the selection of any staff or contractors, to evaluate the performance of each staff member and contractor and to address any performance issues forthrightly. This must be done in cooperation with MDE and the other Core Team members and to the satisfaction of MDE.

Provide a description of the staff selection and evaluation methodologies. Address the following:

1. Describe how the grant staff and contractors will be selected and evaluated.
2. Indicate how the grant recipient(s) will cooperate with the overall SSoS program evaluation.
3. Describe how the grant recipient will identify and disseminate information about promising practices throughout the state.
4. Describe how any issues will be addressed in cooperation with MDE.
5. Describe how the grantee will monitor the interventions to assure that they are directed to Title I High Priority Schools that target subpopulations addressed.

This section of the proposal is worth a maximum of **25 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
Addresses the hiring of contractors, but does not describe the process for hiring or evaluating.	Includes a description of how contractors will be selected and evaluations described, but with no timeline.	Includes a description of how contractors, with a timeline for preparing contractor agreements and evaluation measures.
Does not address the evaluation issue.	Includes a willingness to cooperate with the evaluation of the SSoS, but does not describe how this might happen.	Includes a description of how the grantee will cooperate with the overall evaluation of the SSoS, including collection of data, meeting timelines, and attendance at meetings, if necessary.
Indicates the willingness of the grantee to share success stories and promising initiatives, but does not describe how this might be done.	Includes a description of how the grantee will share success stories, but is in one medium only (i.e., speaking at conferences) Targeted populations are not specifically addressed.	Includes a description of how the grantee will share success stories and promising initiatives with organizations throughout the state. Targeted populations are specifically addressed.
Addresses only one office within MDE, but does not address target populations.	Includes a plan for working with various offices within MDE, but does not address specific target populations.	Includes a plan for working with various offices within MDE. Offices are listed that may address specific target populations.
Includes assurances that the funds will be directed to the appropriate groups of schools, but does not include a process for monitoring.	Includes a process for monitoring the funds, but does not include assurances that the appropriate groups are being addressed.	Includes a process for monitoring use of funds to assure that they address the subpopulations that are the focus of this grant.

E. Internal Controls

Provide a description of the internal controls in existence that will be used to fulfill the fiduciary responsibilities of the agency.

This section of the proposal is worth **30 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal describes the process for monthly and annual reconciliation of revenue and expenses with the Office of Education Improvement & Innovation in general terms.	The proposal describes the process for monthly and annual reconciliation of revenue and expenses with the Office of Education Improvement & Innovation by referencing existing systems.	The proposal describes the process for monthly and annual reconciliation of revenue and expenses with the Office of Education Improvement & Innovation in sufficient detail.
The proposal provides assurances with few specifics of the existing internal controls; timelines for payments of authorized expenses; and documentation requirements needed from OFS to ensure timely payments.	The proposal provides a general description of the existing internal controls; timelines for payments of authorized expenses; and documentation requirements needed from OFS to ensure timely payments.	The proposal describes the existing internal controls; identifies timelines for payments of authorized expenses; and documentation requirements needed from OFS to ensure timely payments.
The proposal provides general descriptions of the agency's most recent experience with state and federal programs, audit or monitoring results and findings verifying appropriate internal controls are in place.	The proposal describes the agency's most recent 3 year experience with state and federal programs, audit and monitoring results and findings verifying appropriate internal controls are in place.	The proposal provides evidence of the agency's most recent 3-year experience with state and federal programs, audit and monitoring results and findings verifying appropriate internal controls are in place.

F. Project Budget

Provide a detailed project budget that includes salaries and/or stipends for all participants to be funded with the grant funds and a detailed description of other resources required for project completion. The application budget should include all activities and services grouped by salaries, benefits, purchased services, supplies and materials, capital outlay and other expenditures, using appropriate function codes from the appendix to the Michigan Public School Accounting Manual.

This section of the proposal is worth a maximum of **15 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
<p>The budget is limited in scope and does not provide a detailed plan of how grant funds will be expended.</p>	<p>The budget is cost effective, complete and provides information on salaries, and other expenses.</p> <p>The budget demonstrates realistic costs and an understanding of appropriate fiduciary responsibilities.</p>	<p>The budget is cost effective to support the project and shows a clear and detailed relationship between budget items, and project objectives.</p> <p>The budget demonstrates realistic costs and an understanding of appropriate fiduciary responsibilities.</p> <p>The budget clearly identifies indirect and administrative expenses.</p>

**Title I Statewide System of Support High Priority Schools Combined
Technical Assistance Grant**

Budget Category	Budget Detail	Estimated Budget Amount
Project's Estimated Costs:		
Personnel & Benefits		
Purchased Services: Contracted Services Travel & Lodging Conferences/Meetings/Trainings		
Supplies, Materials		
Other Expenses		
Current Estimated Project Costs:		
Fiscal Agent's Estimated Costs:		
Personnel & Benefits (Bidder should list grant personnel and FTE)		
Sub-Total:		
Below the line costs:		
Indirect Costs (____%)		
Audit		
Capital Outlay (Equipment purchases over \$500)		
Grand Total (Not to exceed \$21,700,000)		
In-kind Contribution		

G. Qualification of Key Personnel

Provide a proposal for key personnel who will implement this grant. A review of each application will be made to determine whether the qualifications of key personnel are appropriate.

1. Describe key personnel in the grantee's organization that will provide fiscal oversight
2. Describe key personnel in the grantee's organization, and how they can address the targeted populations named in the grant
3. Describe how key personnel are familiar with the SSoS and the School Improvement Framework.

This section of the proposal is worth a maximum of **20 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal provides marginal evidence of the qualifications and experiences for key personnel to ensure completion of fiscal agent responsibilities.	The proposal provides evidence that the key personnel are qualified to carry out the fiscal responsibilities of the project and demonstrates an awareness of the need for dedicated time to fiscal agent responsibilities.	The proposal provides ample evidence of the qualifications of the key personnel to carry out the fiscal responsibilities of the project and provides the percentage of time each person will commit to these duties. Key personnel will be experienced in state and/or federal grant/program administration and compliance, technical assistance, and monitoring.
The proposal provides marginal evidence of the qualifications and experiences for key personnel to ensure completion of the project.	The proposal provides evidence that the key personnel are qualified to ensure the completion of the project and attainment of the goals and demonstrates an awareness of the need for dedicated time to the project.	The proposal provides ample evidence of the qualifications of the key personnel to ensure the project achieves all goals and objectives and provides the percentage of time each person will commit to the project. Key personnel will be experienced in school improvement planning, federal program administration and compliance, program implementation, technical assistance, monitoring and evaluation to assist with a comprehensive approach to assisting local districts, Public School Academies (PSAs) and schools.
Describes the experiences of key personnel are addressed in general, but are not linked to a particular person.	Describes the experiences each of the key personnel have had with the SSoS and the School Improvement Framework	Describes the experiences each of the key personnel have had with the SSoS and the School Improvement Framework, including conferences, workshops, authorship, etc.

**Title I Statewide System of Support High Priority Schools Combined
 Technical Assistance Grant
 Review Panel
 Individual Score Sheet**

Vision for Service Agency Partnership 50 Points Maximum		
Comments	Independent Rating	Score
The proposal describes of vision of the principles that will guide the grantee to enhance the current SSoS, citing relevant research.	0 5 10	
The proposal describes how the grantee's organization can reach the schools involved in the Title I SSoS with a detailed account of how it will partner with MDE to provide services.	0 5 10	
The proposal describes the processes used to coordinate this grant with the current Title I SSoS with examples that may be considered. Connections to the School Improvement Framework are clearly drawn.	0 5 10	
The proposal provides clearly stated, measurable goals for implementation, including timeline and benchmarks.	0 5 10	
The proposal describes a vision of the principles that will guide the grantee to enhance the current SSoS, citing relevant research	0 5 10	
Section Total: _____		

Project Design 30 Points Maximum		
Comments	Independent Rating	Score
Specific strategies for each of the populations in Title I schools identified for improvement, corrective action, or restructuring are addressed; research is cited that supports the strategies	0 3 5	
External partners are named that will assist the grantee in increasing student achievement for the subpopulations named. A description of how these partners will be deployed is clearly described.	0 3 5	
Professional development and / or other interventions are listed using job-embedded, on-going strategies. Interventions must be supported by earlier research citations. Describe how data will be used to determine interventions.	0 3 5	
Specific needs for target populations are identified. A plan for integrating the grantee's assistance with the local LEA in terms of programs or materials is defined.	0 3 5	
A plan for capacity-building at the local level is described, including a plan for each target population.	0 3 5	
A description of how coherence to the current SSoS will be addressed; include how the grantee's interventions with the target populations will fit with the current SSoS.	0 3 5	
Section Total: _____		

Communication 30 Points Maximum		
Comments	Independent Rating	Score
The proposal identifies excellent processes for timely information related to training and technical assistance opportunities for High Priority Schools	0 5 10	
The proposal identifies excellent processes for keeping the Office of Education Improvement & Innovation informed of issues and opportunities to improve; and for facilitating resolution of issues.	0 5 10	
<p>The proposal includes a detailed outline of an annual evaluation report to the Office of Education Improvement & Innovation that addresses:</p> <ul style="list-style-type: none"> -Fiscal requirements and responsibilities -Compliance with established state and federal standards -Other relevant criteria. 	0 5 10	
Section Total: _____		

Evaluation 25 Points Maximum		
Comments	Independent Rating	Score
Includes a description of how contractors, with a timeline for preparing contractor agreements and evaluation measures.	0 3 5	
Includes a description of how the grantee will cooperate with the overall evaluation of the SSoS, including collection of data, meeting timelines, and attendance at meetings, if necessary.	0 3 5	
Includes a description of how the grantee will share success stories and promising initiatives with organizations throughout the state. Targeted populations are specifically addressed.	0 3 5	
Includes a plan for working with various offices within MDE. Offices are listed that may address specific target populations	0 3 5	
Includes a process for monitoring use of funds to assure that they address the subpopulations that are the focus of this grant.	0 3 5	
Section Total: _____		

Internal Controls 30 Points Maximum		
Comments	Independent Rating	Score
The proposal describes the process for monthly and annual reconciliation of revenue and expenses with the Office of Education Improvement & Innovation in sufficient detail.	0 5 10	
The proposal describes the existing internal controls; identifies timelines for payments of authorized expenses; and documentation requirements needed from OFS to ensure timely payments.	0 5 10	
The proposal provides evidence of the agency's most recent 3-year experience with state and federal programs, audit and monitoring results and findings verifying appropriate internal controls are in place.	0 5 10	
Section Total: _____		
Project Budget 15 Points Maximum		
Comments	Independent Rating	Score
The budget is cost effective to support the project and shows a clear and detailed relationship between budget items, and project objectives.	0 3 5	
The budget demonstrates realistic costs and an understanding of appropriate fiduciary responsibilities.	0 3 5	
The budget clearly identifies indirect and administrative expenses.	0 3 5	
Section Total: _____		

Qualification of Key Personnel 20 Points Maximum		
Comments	Independent Rating	Score
The proposal provides ample evidence of the qualifications of the key personnel to carry out the fiscal responsibilities of the project; and provides the percentage of time each person will commit to these duties. Key personnel will be experienced in state and/or federal grant/ program administration and compliance, technical assistance, and monitoring.	0 3 5	
The proposal provides ample evidence of the qualifications of the key personnel to ensure the project achieves all goals and objectives; and provides the percentage of time each person will commit to the project. Key personnel will be experienced in school improvement planning, federal program administration and compliance, program implementation, technical assistance, monitoring and evaluation to assist with a comprehensive approach to assisting local districts, Public School Academies (PSAs) and schools.	0 5 10	
The proposal describes the experiences each of the key personnel have had with the SSoS and the School Improvement Framework, including conferences, workshops, authorship, etc.	0 3 5	
Section Total: _____		
Total Score: 200 Point Maximum		