



Office of Education Improvement and Innovation

TITLE: Statewide System of Support for MI Excel Schools Instructional Coach Training Modules

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 (MI Excel 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: Karen Ruple, Office of Education Improvement and Innovation, 4th Floor, Hannah Building, 608 West Allegan Street, P. O. Box 30008, Lansing, Michigan 48909, by **5:00 p.m. on August 18, 2011.**

DATE OF ISSUE: July 18, 2011

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 (MI Excel Schools). The Statewide System of Support (SSoS) is the Michigan Department of Education's (MDE) system that meets these Federal requirements.

This Grant will develop:

Modules for extensive training for educators to become Instructional Coaches in Michigan's SSoS for Title I schools identified for improvement, corrective action, and restructuring. These schools are referred to as MI Excel schools. The modules should be stand-alones so that the delivery of this professional learning could be delivered by the MDE, Intermediate School Districts (ISDs), Educational Service Agencies (ESAs), or other MDE approved organizations.

I-B ISSUING OFFICE

This Request for Proposal (RFP) is issued for the State of Michigan by the MDE, Office of 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:

Karen Ruple, Consultant, School Improvement Support
Office of Education Improvement and Innovation
ruplek@michigan.gov
(517) 335-4733
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 Grant Recipient will be responsible for developing instructional coach training modules that include:

Michigan Department of Education, Office of Education Improvement and Innovation
Statewide System of Support for MI Excel Schools Instructional Coach Training Modules

1. The basics of instructional coaching. The basic coaching module must be based on a national model that has demonstrated success.
2. Skill development in research based pedagogy.
3. Co-developing a data component with the MDE (data driven instructional decision making).
4. Aligning strategies with Michigan's content expectations for reading and mathematics.
5. Assessments to determine participants' proficiency and mastery of each of the above.
6. Review modules that reinforce original learning.

The proposal will be awarded with ESEA mandated activities funds; the anticipated total amount of this Grant is up to \$75,000 and is subject to change based on OEII need. Preference will be given to Applicants who can provide matching funding for module development. 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, 2011, and ending September 30, 2012, and monthly thereafter if revisions are required. Modules must have the capability to be integrated into an electronic portal for distribution and must be written in a Sharable Content Object Reference Model (SCORM) compliant manner. All modules will become the intellectual property of the MDE after the Contract is completed.

I-F FUNDING CARRYOVER

No carryover funding is associated with this Grant.

I-G ELIGIBLE APPLICANTS

Any Intermediate School District (ISD), Educational Service Area/Agency (ESA), public and private universities and colleges, and any other public or private organization with demonstrated experience in providing the services requested, are encouraged to submit a proposal. The recipient will partner with the MDE. **If you plan to submit a proposal, please contact Karen Ruple at ruplek@michigan.gov prior to the proposal due date of August 18, 2011, so that the appropriate number of peer review panels 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 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 reserves 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 Elementary and Secondary Education Act (ESEA) Statewide System of Support for MI Excel 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 August 1, 2011, from 10 a.m. – 11 a.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 **Karen Ruple at ruplek@michigan.gov**. The OEII retains the right to modify this RFP, if 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 ensure 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 30 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 develop training modules for instructional coaching.

II-B OBJECTIVES

The Grantee will primarily be responsible for developing a training module for instructional coaches. The following objectives are specific to the implementation of this Grant:

1. Develop modules for extensive training for educators to become Instructional Coaches in SSoS for Title I schools identified for improvement, corrective action, and restructuring.
2. The modules should be stand-alones so that the delivery of this professional learning could be delivered by the MDE, ISD, ESA, or other MDE approved organizations.

All instructional coaching modules must be clear and explicit regarding the scope and sequence of skills and expected outcomes. They must be provided electronically and in print and include:

- a. A facilitators guide for each module that gives a structured, standardized delivery format for each lesson
 - b. A scope and sequence of skill development
 - c. Masters of worksheets/processing activities that can be copied without restrictions
 - d. Videos of effective instructional strategy delivery in the presence of content
 - e. The use of student achievement data to match instructional strategies to student needs.
3. The content of these modules must include:
 - a. Basics of instructional coaching using a recognized coaching model which:
 - i. Teaches what coaching is and is not
 - ii. Delineates procedures on the "how" of coaching:
 1. to the first building visit
 2. to modeling of pedagogy in the presence of content
 3. to coaching of teachers in the implementation of pedagogy in the presence of content
 4. to collaboration with teachers in planning next instructional steps based on student learning evidence.

The basic coaching module must be based on a national model that has demonstrated success. Participants in these instructional coaching

modules will already have completed Coaching 101 through Michigan State University and will have demonstrated proficiency in coaching skills as described at: <http://micoaching101.org/>.

4. Skill development in pedagogy focused on research-based instructional strategies applicable to both reading and math content, kindergarten through grade 12 (K-12). Consideration of strategies identified in *Classroom Instruction That Works* by Marzano, Pickering and Pollack is recommended.

The pedagogy modules will be the primary substance of this instructional coaching professional development. The pedagogy modules must be extensive enough to provide prospective coaches a repertoire of research-based instructional strategies that can be implemented with both reading and math, K-12.

- a. All instructional strategies must focus on student engagement and active learning
 - b. The pedagogy training, including the assessment, should be no longer than five (5) days in length
 - c. MDE reserves the right of approval for each module's content.
5. A data component that will be co-developed with the MDE staff focusing on the use of the MDE's Continuous School Improvement (SI) tools including:
 - a. School data profile/analysis
 - b. School process profile/analysis
 - c. Goals management template in the SI Plan
 - d. Data reporting forms required in MDE's SSoS for MI Excel schools.

The data module must engage participants in the use of the MDE's Comprehensive Needs Assessment (CNA) in order to provide the focus for action research at the classroom level using the SSoS School Support Team (SST) documentation. The focus of this module will enable coaches to work with teachers in order to answer the questions:

- a. What do we want students to learn?
- b. How will we know when they have learned it?
- c. What will we do when they don't learn it?
- d. What will we do if they have already learned it?

Inherent in these questions is knowledge of formative assessments, summative assessments, construction and use of pre- and post-tests, and the interpretation of classroom data to inform instruction.

- a. The data training, including the assessment, should be limited to two days
- b. MDE consultants will be involved in this module development to ensure fidelity in the use of the MDE's CNA and SST tools.

6. Reading and math content at the elementary, middle, and high school levels aligned to the MDE's Grade Level Content Expectations and High School Content Expectations.

The reading module and the math modules must give prospective coaches a working knowledge of the MDE's reading and math content expectations:

- a. The organization of Strand, Standards, Domains, and Expectations of the Michigan Curriculum Framework (MCF)
- b. The impact of Career and College Ready Standards on the MCF
- c. How to focus on the content expectations in need of support at the building and classroom levels
- d. How to scaffold previous learning into current expectations when students struggle.

These modules need to reflect the content tested on the Michigan Educational Assessment Program (MEAP) and Michigan Merit Examination (MME) during the past three years.

- a. This content training, including the assessments, should be limited to two days for each content area, for a total of four days
- b. The MDE reserves the right of approval for this content.

7. Assessments to determine the proficiency of participants' mastery of each component:
 - a. Coaching basics
 - b. Use of research-based instructional strategies
 - c. Use of data to influence instructional decisions
 - d. Reading content K-12
 - e. Math content K-12

Each component (coaching basics, pedagogy, data use, reading, and math) requires its own assessment.

- a. Assessments must be web-based, criterion referenced, and include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require application of learning
- b. Each assessment must be explicitly aligned with module content and the results must describe specific skill levels.

8. Review modules that reinforce the original learning incorporating coaching basics, pedagogy, data use, and content knowledge. These modules will not require assessments to assess skills, but must include a self-assessment component related to implementation of these skills and coaching performance.

The review modules must provide a structure for instructional coaches to hone their coaching skills regarding the research-based instructional

strategies that were in the pedagogy module, and the use of student achievement data to make instructional decisions as to which instructional strategies to use in the presence of content.

- a. This review training should be limited to two days that can be scheduled independently of one another during the school year
 - b. The MDE reserves the right of approval for this content.
9. A support component for Instructional Coaches using social networking that will be facilitated by a trained, experienced educator with an understanding of the instructional core, will provide periodic opportunities for collaboration and sharing among coaches, and ISD/ESA SI Facilitators. The development of another such network for teachers who work with Instructional Coaches (IC) will be considered in the second year.
10. Gradual release of the coachee must be an integral part of the training program. The purpose of instructional coaching is to build the knowledge base and capacity of each trainee.

II-C TASKS

As stated in II-B, the Grantee's primary responsibilities are to develop an instructional coach training program that can be delivered by the MDE, ISDs, ESAs, or other MDE approved organizations.

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 150 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.

Work Plan	90 Points
Prior Experience	30 Points
Qualifications of Key Personnel	20 Points
Project Budget	10 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 outline 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 training program modules that will be delivered. Make specific reference to the objectives in the RFP.

III-E PRIOR EXPERIENCE

The organization must show the ability to perform the objectives of this Grant. Proposals must include documentation of the following:

1. Past experience in developing clear and explicit training programs/modules for educators.
2. Knowledge of and/or experience working with instructional coaching using a recognized coaching model.

3. Skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.
4. Knowledge of and/or experience working with the following Michigan SI data tools:
 - a. School data profile/analysis
 - b. School process profile/analysis
 - c. Goals management template in the SI Plan
 - d. Data reporting forms required in the MDE's SSoS for MI Excel schools.
5. Knowledge of and/or experience working with the MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.
6. Experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.

III-F ORGANIZATION CAPACITY AND HUMAN RESOURCES

The successful Applicant must be able to support the project with personnel who possess talent in training module development, coaching, assessment, and using data. Staff should also be familiar with SI and Michigan's K-12 Content Expectations.

Include resumes for each staff member.

III-G BUDGET

A partial budget and minimal budget detail are provided on page 25. 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,

Instructions for completion:

Bidders who are submitting an RFP for the Instructional Coach Training Modules 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 through 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. August 18, 2011**, by Karen Ruple, 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 MDE, 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 the 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 the 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 Sub-paragraphs (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 United States Department of Education (USED). 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 USED 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 ensure 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

I 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
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**Statewide System of Support for MI Excel Schools
Instructional Coach Training Modules**

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. Work Plan

Provide a clear description of the instructional coach training modules that will be developed. Provide the following:

1. An overview of the development of the training modules.
2. Detail the content of each module and the use of a recognized coaching model.
3. A description of skill development in pedagogy focused on research-based instructional strategies.
4. A description of data component development.
5. A description of alignment with Michigan’s Grade Level Content Expectations and High School Content Expectations.
6. A description of the web-based assessment; detail the content and how it will be developed.
7. A description of the review model; detail the content and how it will be developed.
8. A description of the support component for instructional coaches.
9. A description of the plan for the gradual release of coaches.

This section is worth a maximum of **90 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The overview is minimally developed or not present.	An overview is present and adequately describes the training module development.	A complete and detailed overview is present and fully describes the training module development.
A minimal description of the modules’ content and use of a recognized coaching model is present or not provided at all.	A description of the modules’ content and use of a recognized coaching model is present.	A complete and detailed description of the modules’ content and use of a recognized coaching model is present.

A minimal description of the skill development in pedagogy focused on research-based instructional strategies is provided or is not provided at all.	A description of the skill development in pedagogy focused on research-based instructional strategies is provided.	A clear and detailed description of the skill development in pedagogy focused on research-based instructional strategies is provided.
A minimal description of data component development is provided or is not provided at all.	A description of data component development is provided.	A clear and detailed description of data component development is provided.
A minimal description of alignment with Michigan's Grade Level Content Expectations and High School Content Expectations is provided or not provided at all.	A description of alignment with Michigan's Grade Level Content Expectations and High School Content Expectations is provided.	A clear and detailed description of alignment with Michigan's Grade Level Content Expectations and High School Content Expectations is provided.
A minimal description of the development and content of the web-based assessment is provided or not provided at all.	A description of the development and content of the web-based assessment is provided.	A clear and detailed description of the development and content of the web-based assessment is provided.
A minimal description of the development and content of the review module is provided or not provided at all.	A description of the development and content of the review module is provided.	A clear and detailed description of the development and content of the review module is provided.
A minimal description of the support component for instructional coaches is provided or not provided at all.	A description of the support component for instructional coaches is provided.	A clear and detailed description of the support component for instructional coaches is provided.
A minimal description of the plan for gradual release of coachees is provided or not provided at all.	A description of the plan for gradual release of coachees is provided.	A clear and detailed description of the plan for gradual release of coachees is provided.

B. Prior Experience

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

1. Past experience in developing clear and explicit training programs/modules for educators.
2. Knowledge of and/or experience working with instructional coaching using a recognized coaching model.
3. Skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.
4. Knowledge of and/or experience working with the following Michigan SI data tools:
 - e. School Data Profile/Analysis
 - f. School Process Profile/Analysis
 - g. Goals Management template in the SI Plan
 - h. Data reporting forms required in MDE's SSoS for MI Excel schools.
5. Knowledge of and/or experience working with MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.
6. Experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.

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

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
Applicant has little or no experience in developing clear and explicit training programs/modules for educators.	Applicant has past experience in developing clear and explicit training programs/modules for educators.	Applicant has extensive experience in developing clear and explicit training programs/modules for educators.
Applicant has little or no knowledge of and/or experience working with instructional coaching using a recognized coaching model.	Applicant has experience working with instructional coaching using a recognized coaching model.	Applicant has extensive experience working with instructional coaching using a recognized coaching model.

Applicant has little or no experience or expertise with skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.	Applicant has experience or expertise with skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.	Applicant has extensive experience or expertise with skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.
Applicant has little or no knowledge of and/or experience working with the Michigan SI data tools.	Applicant has past knowledge of and/or experience working with the Michigan SI data tools.	Applicant has extensive knowledge of and/or experience working with the Michigan SI data tools.
Applicant has little or no knowledge of and/or experience working with MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.	Applicant has knowledge of and/or experience working with MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.	Applicant has extensive knowledge of and/or experience working with MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.
Applicant has little or no experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.	Applicant has experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.	Applicant has extensive experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.

C. Qualifications 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.

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 grant objectives.	The proposal provides evidence that the key personnel are qualified to carry out the grant objectives.	The proposal provides ample evidence that the key personnel are qualified to carry out the grant objectives, and provides the percentage of time each person will commit to these duties. Key personnel will be experienced in all the areas outlined in the work plan.
Descriptions of 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 coaching, developing training programs/modules, data, assessment, and SI.	Describes the experiences each of the key personnel have had with coaching, developing training programs/modules, data, assessment, and SI, including conferences, workshops, authorship, etc.

D. 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 **10 points**.

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

**Statewide System of Support for MI Excel Schools
Instructional Coach Training Modules**

Budget Category	Budget Detail	Estimated Budget Amount
Project's Estimated Costs:		
Personnel & Benefits (Bidder should list grant personnel and FTE)		
Purchased Services: Contracted Services Travel & Lodging Conferences/Meetings/Trainings		
Supplies, Materials		
Other Expenses		
Current Estimated Project Costs:		
Sub-Total:		
Below the line costs:		
Indirect Costs (up to 6%)		
Audit		
Capital Outlay (Equipment purchases over \$500)		
Grand Total (Not to exceed \$75,000)		
In-kind Contribution		

**Statewide System of Support for MI Excel Schools
Instructional Coach Training Modules**

**Review Panel
Individual Score Sheet**

Work Plan 90 Points Maximum		
Comments	Independent Rating	Score
An overview is present and adequately describes the training module development.	0 5 10	
A description of the modules' content and use of a recognized coaching model is present.	0 5 10	
A description of the skill development in pedagogy focused on research-based instructional strategies is provided.	0 5 10	
A description of data component development is provided.	0 5 10	
A description of alignment with Michigan's Grade Level Content Expectations and High School Content Expectations is provided.	0 5 10	
A description of the development and content of the web-based assessment is provided.	0 5 10	
A description of the development and content of the review module is provided.	0 5 10	
A description of the support component for instructional coaches is provided.	0 5 10	
A description of the plan for gradual release of coaches is provided.	0 5 10	
Section Total: _____		

Prior Experience 30 Points Maximum		
Comments	Independent Rating	Score
Applicant's experience in developing clear and explicit training programs/modules for educators.	0 3 5	
Applicant's experience working with instructional coaching using a recognized coaching model.	0 3 5	
Applicant's experience or expertise with skill development in pedagogy focused on research-based instructional strategies applicable to both K-12 reading and math content.	0 3 5	
Applicant's knowledge of and/or experience working with the Michigan SI data tools.	0 3 5	
Applicant's knowledge of and/or experience working with MDE's Grade Level Content Expectations and High School Content Expectations for reading and math.	0 3 5	
Applicant's experience in creating web-based, criterion referenced assessments that include multiple ways of showing learning, i.e.; multiple choice questions, short answer questions, and scenario descriptions that require the application of learning.	0 3 5	
Section Total: _____		

Qualifications of Key Personnel 20 Points Maximum		
Comments	Independent Rating	Score
The proposal provides evidence that the key personnel are qualified to carry out the grant objectives.	0 5 10	
Describes the experiences each of the key personnel have had with coaching, developing training programs/modules, data, assessment, and SI.	0 5 10	
Section Total: _____		
Project Budget 10 Points Maximum		
Comments	Independent Rating	Score
The budget is cost effective, complete and provides information on salaries and other expenses.	0 3 5	
The budget demonstrates realistic costs and an understanding of appropriate expenditures.	0 3 5	
Section Total: _____		
Total Score: 150 Point Maximum		