



**No Child Left Behind Act of 2001
Title II, Part A, Subpart 3**

Preparing, Training, and Recruiting High Quality Teachers & Principals Subgrants to Eligible Partnerships

Request for Applications

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

**Applications are due at the
Department of Education & Early Development
on May 26, 2017 no later than 4:00pm**

For additional information about this RFA or this grant contact:

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

**Title II-A Subgrant to Eligible Partnerships (SEP)
Competitive Grant Application**

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Title II-A Subgrant to Eligible Partnerships (SEP) Competitive Grant Application

Program Overview

The No Child Left Behind Act of 2001 (NCLB) became law on January 8, 2002. The Act substantially revises the Elementary and Secondary Act of 1965 (ESEA) to help provide all of America's school children with opportunities and resources to achieve academic success.

NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement.

The purpose of Title II, Part A is to provide grants to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to -

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

NCLB authorizes the funding of higher education partnerships in each state through the Title II, Part A, Subpart 3 competitive partnership grant program called Subgrants to Eligible Partnerships. Its purpose is to support professional development through K-16 partnerships that aim to improve teacher quality; increase the number of highly qualified teachers, paraprofessionals, and principals; and increase the academic achievement of **all** students. The program requires using practices grounded in scientifically based research so students benefit from teaching practices and methods based on what is known to work.

The Alaska Department of Education & Early Development is responsible for the administration and supervision of the Title II, Part A, Subpart 3 competitive partnership grant program.

NCLB specifies that the higher education competition partnership grants may be used for the following:

- Professional development for teachers, highly qualified paraprofessionals, and principals in core academic subjects;
- Assistance to local education agencies in providing specific kinds of professional development for teachers, highly qualified paraprofessionals, or principals that will improve teaching and learning;
- Leadership skills for principals.

Within this framework, each state is charged with developing its NCLB higher education competitive partnership grant program. Below are the activities that can be supported through this application.

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Grant Focus

PROFESSIONAL DEVELOPMENT TO REDUCE ACHIEVEMENT GAPS (WIDA CLIMBS)

This grant will provide professional development for teachers and administrators to improve student success. Specifically, this grant will support professional development institutes utilizing WIDA CLIMBS curricula. CLIMBS (Content and Language Integration as a Means of Bridging Success; <http://www.climbs.wceruw.org/>) is professional learning curriculum designed to introduce participants to the use of research-based approaches and WIDA resources to support ELL students in their classrooms.

This opportunity will develop strategies and interventions that support at-risk subpopulations by reducing achievement gaps. Training will be evidence-based, include guidance on how to develop and monitor intervention efforts for these subgroups, and include planning for parent-community involvement.

Intervention for at-risk subgroups is a key component of the Every Student Succeeds Act (ESSA) that goes into effect next academic year (FY18). As the state transitions to ESSA, DEED will target two categories of schools for intervention:

- 1) The lowest performing 5% of all schools receiving Title I-A funds, and all public high schools with a graduation rate of less than 67%.
- 2) Schools with consistently underperforming at-risk subgroups of students.

Examples of at-risk subpopulations include, but are not limited to:

English Learners	Migrant students
Ethnic minorities	Economically disadvantaged students
Individuals with disabilities	GLBTQ students

This grant focuses specifically on #2 above to reduce the number of targeted support schools in order to reduce the numbers transitioning to comprehensive improvement schools (#1 above).

Project Design

Projects should be designed to:

- 1) **Present a multi-day CLIMBS training opportunity** to teachers and administrators that equips participants with the knowledge and skills needed to facilitate the improvement of at-risk subpopulation student performance as required by the Every Student Succeeds Act (ESSA). This may be **either**:
 - a) The CLIMBS Course Trainer program (to train district staff as CLIMBS instructors)
<http://www.climbs.wceruw.org/info/overview.aspx>
<http://www.climbs.wceruw.org/info/selfassessment.aspx>
 - b) The CLIMBS Course (to train teachers directly at a WIDA event)
<http://www.climbs.wceruw.org/>
<http://www.climbs.wceruw.org/program/overview.aspx>
- 2) **Measure the success** of the project in meeting its goals and objectives through both quantitative and qualitative metrics.
- 3) Contribute to the **long-term sustainable growth** in professional development in LEA(s).

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Projects must clearly address all of the following items:

- A draft agenda of the institute
- A timeline of proposed events
- District fiscal ability and experience
- A description of all products of the grant effort

Eligible Partnerships

An eligible partnership must include **at least**:

1. One (1) high-needs school district identified by DEED (see the list of eligible districts on pg. 20). Applications may be *submitted without a high-need LEA*, as long as the applicant has a plan and willingness to work with high-need LEAs.
2. One (1) public or private institution of higher education (IHE), school of education; and
3. One (1) public or private institution of higher education (IHE), school of arts and sciences.

Participating IHEs do not need to be located in Alaska.

This federal requirement is intended to ensure that the professional development activities integrate teaching skills with substantive content knowledge. The partnerships joint effort can range from discussions about the project to sharing of administrative and instructional responsibilities.

Partnerships may also include:

1. Additional, non-high needs LEAs
2. Non-profit educational organizations
3. Other IHEs
4. Businesses

Incentive points will be awarded to proposals that include multiple high-needs LEAs. Partnerships are required to provide opportunities for private K-12 schools to participate in the project.

FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid DUNS number and must also be registered with the federal System for Award Management (SAM) database, the successor to the federal Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the SAM database, go to www.sam.gov

Applicants are required to provide their DUNS number and certify that they are registered with the SAM database as part of the application. No award will be made to an applicant not in compliance with FFATA.

Available Funding and Award Considerations

1. Projected Total Amount Available for Awards

Approximately \$350,000 is the available funding amount for Title II, Part A, Subpart 3, Subgrants to Eligible Partnerships Grant program during FY17. The state anticipates awarding **FIVE (5) grants** of \$70,000 per grant. Actual allocations will be based on the number and quality of applications submitted. The state reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel.

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2. Grant Amounts

The maximum amount of an eligible partnership award is **\$70,000** for the grant period.

3. Grant Period

Duration of this competitive grant period will be July 1, 2017 to September 30, 2018.

4. Grant Expenditures

Each grant must encumber at least \$10,000 prior to September 30, 2017. All grant funds must be fully expended by September 30, 2018.

5. Award Considerations

USED requires that DEED assure the following considerations in awarding Subgrants to Eligible Partnerships competitive grant funds:

- Subgrants are equitably distributed by geographic area within a state, and to ensure that eligible partnerships in all geographic areas within the state are served through the subgrants.
- No single partnership participant may use more than 50% of funds awarded to the partnership.
- Funds for the partnerships are to be used to plan and provide professional development that is designed to meet the specific needs of the partner K-12 district(s).

Application Review Process

A panel of reviewers composed of a minimum of three department staff and/or other educators will read all grants. Applications will be scored independently using the rubric included in this RFA. Reviewers will conference to clarify the accuracy of reviewers' understanding. Each reviewer will assign a rating to each of the components published in this RFA. The reviewer may, for each section, use the entire range of scores including zero. The reviewers' total scores will be averaged to determine the order by which applications will be considered for funding; funds will be awarded to the highest average scoring application(s). Aggregate scores of less than 70 will be considered non-responsive to the RFA and excluded from funding.

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

Award Process

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state. The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the application reviews.

By June 9, 2017 the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will identify the application(s) selected for award. The NIA will be followed by intent to award letter with any changes recommended by the review panel.

Appeals Process

Chapter 40 of the Alaska Administrative Code governs the process of appeals. This information is available on the Alaska State Legislature's website at <http://www.legis.state.ak.us/basis/aac.asp#4.40>.

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Assurances and Required Forms

All assurances and forms must be completed. The cover page and the assurances specific to this grant must be signed by the project’s fiscal agent and each member involved in the partnership.

All applicants need to take the necessary actions for this grant application to complete

- a) Certifications Regarding Debarment and Suspension
- b) GEPA 427 Statement
- c) Private School Participation Form

Continuation of Funding

In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant application. Failure to provide the requested performance reports; report and evaluate on all activities as proposed; and implement the grant as written, could result in the loss of funding. Any changes to the original funded application must receive prior approval by the state.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the application is not meeting program reporting requirements, performance goals, and measures. This includes access to carry over (unexpended funds at the end of the fiscal year) funds.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the grantee for approved grant expenses incurred up to the notification of termination. This grant is subject to federal appropriations and may be reduced or terminated based on federal appropriated funds in any given fiscal year.

Timeline

RFA released:	March 31, 2017
Application received by DEED:	May 26, 2017
Notice of intent to award:	June 9, 2017
Appeal period ends:	June 23, 2017
Grant periods:	July 1, 2017 – September 30, 2018

Technical Assistance

DEED personnel are available to provide technical assistance and answer questions about the Title II, Part A program and the competitive grant application. Please contact Bjørn Wolter (907) 465-6542 or bjorn.wolter@alaska.gov. Information specific to Title II, Part A, Subpart 3 can be found on pages 36 – 46 of the non-regulatory guidance found at <http://www.ed.gov/programs/teacherqual/guidance.pdf>.

Assurance of Nondiscrimination

The Alaska Department of Education & Early Development is an equal opportunity employer and will not discriminate in the department employment, supervision, practices, services, or educational programs on the basis of race, religion, color, national origin, age, sex, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran’s status, veteran’s disability, or political affiliation.

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Other Considerations

1. Fiscal Procedures

All federal funds for the Eligible Partnership grants must be assigned to individual accounts that can be readily identified and verified.

All payments will be made on a reimbursement basis for expenditures incurred by the grantee. Reimbursement requests must be submitted to the department at least quarterly and be listed on a form 165d (supplied by the Department of Education) and a computer printout indicating the date of obligation, vendor name, accounting object code, and exact amount of the transaction. Form 165b may be used for reporting transactions instead of computer printouts. The final payment will not be made until after the grant activity has been concluded and the required end-of-year report has been submitted to the department. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

Eligible expenditures will be limited to those directly necessary and essential to the accomplishment of the proposed grant activity. These will customarily include personnel salaries, benefits, consultant fees, materials and supplies, travel, telephone and postage. Indirect expenses may be charged only by the fiscal agent provided the applicant has a state approved indirect cost rate. The eligibility of any disputed item shall be determined by the State Department of Education, and the sponsoring school district or agency shall be responsible for any disputed expenditure. Changes in budgets for approved grant applications shall be conditional on written approval from the department.

The authorization to encumber grant monies will expire at the scheduled conclusion of the approved grant. The final financial statement should be submitted not later than 60 days after the grant expiration date.

School district grantees are responsible for ensuring that audit and accounting procedures are in compliance with OMB Circular A133. Nonprofit agencies' and school districts' regular audit must include a separate schedule of receipts and expenditures by expense object codes for each grant.

Send reimbursement requests to Kristina Monson, Grants Manager, Alaska Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 99811-0500, Juneau, AK 99801. Final payment will be withheld until all reports, including project, have been submitted.

2. Disallowable Costs

The following are costs not allowed under OMB Circular A-87. Bad debts, contingencies, contributions and donations, entertainment costs, fines and penalties, interest and other financial costs, expenses of local governmental bodies such as school boards and city councils, undercover of costs under grant agreements, and/or application preparation costs.

Items that may be considered to be educational incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program. If an applicant plans to use these federal funds for items such as t-shirts, banners, stickers, pencils, pizza parties, gift certificates, or other similar purposes, a written justification must be filed with DEED program manager and approved prior to reimbursement.

3. Subcontracts

The Department of Education & Early Development retains the right to establish the following procedures for subcontracting within a project resulting from this RFA.

A grantee may sub-contract for services up to \$25,000 without prior approval from DEED. A copy of sub-contracts of \$25,000 or more must be sent to the DEED Program Manager.

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4. Ownership of Copyright and Patents

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

5. News Releases and Publications

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

The following disclaimer must be printed on materials resulting from work supported by the grant:

"The contents of this publication (or book, report, film, etc.) were developed with the assistance of Eligible Partnership, Title II, Part A, Subpart 3 federal funds from the Alaska Department of Education & Early Development. However, these contents do not necessarily represent the policy of the Department of Education & Early Development, nor endorsement by the Federal Government."

Projects will compile and deliver a professional development packet to DEED at the conclusion of the grant. The professional development packet will include all the participant materials (e.g. handouts, activities, and references), instructor notes, and any other necessary components that would enable replication of all professional development sessions.

6. Indemnification

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

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

7. Insurance

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

8. Required Reporting

All grantees will be required to submit a mid-year report in January 2018. Final reports will be due to DEED no later than October 30, 2018.

Send narrative reports digitally as a PDF file to Bjørn Wolter at bjorn.wolter@alaska.gov.

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Application Procedures

Each eligible partnership must complete all of the following steps:

Step 1: Assemble the proposal in the order itemized below. Include all parts.

1. **Cover Page** (p. 10)
2. **Project Abstract** (p. 11)
3. **Partnership Agreement** (p. 12)
4. **Project Narrative**
Not to exceed ten (10) double-spaced, numbered pages with a 12-point serif font (Times New Roman is recommended). The project narrative should address the questions below.
 - a. How will participants be recruited and selected?
 - b. What are the roles and responsibilities of the Institute of Higher Education (IHE), College of Education faculty and College of Arts & Sciences faculty; and, the participation of any other non-high-need LEAs and organizations included in the eligible partnership?
 - c. What interventions strategies will be used?
 - d. How will the workshop/academy build teachers' content and pedagogical knowledge?
 - e. How will the training address priority needs within the district?
 - f. How will success of the workshop/academy be measured?
 - g. What are the expected outcomes?
 - h. How will sustainability of efforts be ensured?
5. **Project Budget and Narrative:**
Provide budget and budget narratives for the grant period using DEED form 05-07-069 or 05-07-071, both of which are available at <https://education.alaska.gov/forms/>. ***No single participant in an Eligible Partnership may use more than 50 percent of the funds made available to the partnership under this section.*** Please take this into consideration when formulating the budget. In the budget and budget narrative, identify how each member of the partnership plans to spend its portion of the funds.
Budget and narrative forms are available at <http://www.eed.state.ak.us/forms/Grants/>
6. **Certification of Assurances** (p. 14)
7. **Certifications Regarding Debarment and Suspension** (p. 15)
8. **Non-Profit Organization (NPO) Demonstrated Effectiveness Document** (p. 16)
9. **General Education Provisions Act (GEPA) 427 Statement** (p. 17)
10. **Private School Participation Form** (p. 18)

Step 2: Submit the application electronically as an e-mail attachment in PDF format. Electronic applications are due **by 4:00 p.m., Alaska Daylight Time, on May 26, 2017**. Send the e-mail with the application attached to bjorn.wolter@alaska.gov.

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Application Cover Page

Project Title: _____

Project Director: _____

Phone: _____ **Fax:** _____

Email: _____

Fiscal Agent for the Partnership: _____

Total Funds Requested for this project: \$ _____

PRINCIPAL PARTNERS

High-Need LEA: _____

School of Education: _____

School of Arts & Sciences: _____

OTHER PARTNERS: _____

Anticipated Number of Participants:

Teachers		Principals	
Paraprofessionals		Post-Secondary Faculty	

Signatures by Authorizing Officials:

Superintendent of High Needs School District Signature Date

Dean of School of Education Signature Date

Dean of School of Arts & Sciences Signature Date

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Program Abstract

Project Title: _____

Project Director: _____

**Fiscal Agent for the
Partnership:** _____

In one page or less, please state the goals and objectives of the project, the major activities, the planned participants, and the anticipated outcomes.

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Partnership Agreement

At a minimum, the proposal must reflect a joint effort among:

- A high-need LEA;
- A School, Division, or College of Education; and
- A School, Division, or College of Arts & Sciences.

This new federal requirement is intended to ensure that the eligible partnership grant projects integrate needed teaching skills with substantive content knowledge.

In the space below, briefly, describe the nature of the partnership developed for project implementation. Discuss how there was collaboration among the partners in planning the project, and how the proposed activities will be developed collaboratively.

The signatures below signify that this proposal reflects the partnership among the following:

Representative of the high-need LEA:

Signature	Date
Printed Name	Title
Department	
Phone Number	Fax Number
E-mail Address	

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Representatives of the Division/School/College of Education:

Signature	Date
Printed Name	Title
Department	
Phone Number	Fax Number
E-mail Address	

Representatives of the Division/School/College of Arts and Sciences:

Signature	Date
Printed Name	Title
Department	
Phone Number	Fax Number
E-mail Address	

Please add signatures and information of appropriate representatives for all other groups participating in the partnership such as other LEAs, other IHEs, and/or non-profit organizations.

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Certificate of Assurances

The Certificate of Assurances must be completed by the Chief Executive Officer of each member of the partnership applying for the No Child Left Behind Act of 2001.

I hereby provide assurances to the Alaska Department of Education & Early Development (DEED) that if the partnership receives an award under the terms of the Title II, Part A, Subpart 3 competitive partnership grant program of the No Child Left Behind Act 2001, my organization will:

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

This signed document is evidence and assurance that we will abide by the Special Rule component of NCLB Title II Part A (section 2132(c)) whereby no single partner in the Using Assessments to Improve Teaching and Learning Grant Program (i.e no single high need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner), will "use" more than 50 percent of the award for its own benefit. This provision focuses not on which partner received the funds, but on which partner directly benefits from them.

Partner Organization

Name

Title

Signature

Date

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Certifications Regarding Debarment and Suspension

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

A. The applicant certifies that it and its principals:

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

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

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

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

ED 80-0013

12/98

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Non-Profit Organization Effectiveness Document

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

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

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

Organization

Name of Chief Executive Officer

Signature

Date

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General Education Provisions Act (GEPA) Statement

A new provision, Section 427, in the General Education Provisions Act (GEPA) applies to applicants for new grant awards under federal programs. This provision requires each application for funds to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. *It allows applicants discretion in developing the required description.* Examples that may help illustrate how an applicant may comply with Section 427 can be found at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

The following two questions are provided to assist applicants in developing this statement:

- 1) What are the identified barriers from the six types above or others preventing access or participation in the federally-funded project based on local circumstances?
- 2) What actions are planned to overcome these identified barriers (this need not be lengthy; a clear, succinct description to address those barriers as applicable to local circumstances is anticipated)?

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Private School Participation Form

Under NCLB, districts must conduct timely and meaningful consultations with appropriate officials of private schools in order to determine what services, if any, will be provided to eligible children, families, and teachers in those schools under the Title II-A program funded by this application.

Districts must maintain a written record, signed by the private school official, of the required consultations with participating private schools. Private schools refusing participation should be asked to do so by written response. Records declining participation must be kept on file in the district office. The records must be made available to the state for monitoring purposes.

The Title IX Guidance on Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel is located on the U.S. Department of Education’s website at <http://www.ed.gov/policy/elsec/guid/equitableseguidance.doc>.

- Are any nonpublic schools in your district participating in federal program(s) covered by this application?

Yes No N/A

- Describe how the district consulted with private school representatives during all phases of the development and design of projects covered by the application. For those schools choosing to participate, describe how the children to receive benefits were identified, how the children’s needs will be identified, and what benefits will be provided.

- If the answer to #1 is yes, list all the private schools in your district and the number of students who have been identified as eligible to benefit from projects included in this application (low-achieving students, not necessarily low-income students).

Name/Location	Willing to Participate	Total Number Enrolled K-12	# of Students Identified to Benefit	# of Teachers Identified to Benefit

Title II-A Subgrant to Eligible Partnerships (SEP) Competitive Grant Application

Application Rating Sheet

Project Title: _____

High-need District: _____

School of Education: _____

School of Arts & Sciences: _____

Other Partners: _____

Narrative Topics	Points Possible	Score (Points)
Selection and Participation	5	
IHE Role and Responsibilities	5	
Other LEA and organization participation	5	
Professional Development	65	
Budget and Budget Narrative	20	
Total		/100
Incentive points		
Inclusion of multiple high-needs LEAs	5	
Inclusion of plan to demonstrate efficacy in the State of Alaska	5	

Reviewer: _____	Total Score: _____
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Comments:

Title II-A Subgrant to Eligible Partnerships (SEP) Competitive Grant Application

Eligible High-Need District List

A high-need LEA is defined as an LEA with at least one 1* or 2* ASPI rated school AND less than 1,500 students OR more than 40% of students in a 1* or 2* school.

Below is the list of districts that have been determined to qualify under this definition:

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

Special note: Applications may be *submitted without a high-need LEA*, as long as the applicant indicates a willingness to work with additional high-need LEAs. The application needs to show collaboration with at least one LEA in their planning of the proposed project. When the review panel recommends an application for funding, DEED will contact appropriate high-need LEAs and the prospective project director to work out how a high-need LEA will be added to the project as the statutory required high need LEA. DEED will work with the applicant to make any appropriate application or budget adjustments (such as tuition costs, travel for participants). However, every application must include a qualified high-need LEA before it can be funded.