

**COMMONWEALTH OF PUERTO RICO
PUERTO RICO COUNCIL ON EDUCATION**

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**REQUEST FOR PROPOSALS
AND APPLICATION FOR SUBGRANT
2016-2017**

For Eligible Partnerships

Under the

**No Child Left Behind Act
Title II, Part A, Subpart 3
(Public Law 107-110)**

**Deadline for qualification and competition:
January 31, 2017**

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DEFINITIONS

With respect to the *Request for Proposals 2016-2017* (RFP) of the Puerto Rico Council Education (PRCE) and all related documents, the following terms will have the definitions stated below. Most of the definitions have been quoted from the legal and regulatory references governing the competitive program.

Contractual services. External evaluator, and any other professional rendering services to perform a specific duty at a specific stage in the project.

Core academic subjects. English, reading or Language arts, Spanish, Mathematics, Science, foreign languages, Civics and Government, Economics, Arts, History, and Geography.

Credit course. A course bearing academic credits, which at the time of submitting the proposal is already part of the academic offerings authorized or approved by the PRCE, to the institution or campus where participants will take the course.

Eligible partnership competitive program. Title II, Part A, Subpart 3 of the No Child Left Behind Act of 2001 (Public Law 107-110).

Highly qualified teacher. Please refer to item 23 (section 9101) of the Definitions in Title IX, Part A of No Child Left behind (NCLB). Due to its long extension, it is not included in this section.

Institutions of higher education. Any accredited public or other non-profit two or four year institution, which offers academic programs leading to an associate or higher level degree, licensed by the PRCE. Please refer to item 24 (section 9101) of the Definitions in Title IX, Part A of NCLB.

Local education agencies. For the purpose of implementing the professional development activities, these are the Puerto Rico Department of Education's (PRDE) school districts.

No Child Left Behind Act. (NCLB) Public Law 107-110, approved on January 2002, latest amendment to the Elementary and Secondary Education Act of 1965.

Paraprofessional. An individual with instructional duties. Individuals who work solely in non-instructional roles such as playground supervision, personal care services, and computer assistance are not considered to be paraprofessionals.

Partnership. Group of eligible entities described in section 2.2 of this RFP, which receives a subgrant to conduct professional development activities under the terms and conditions of NCLB Title II, Part A, Subpart 3 and this RFP. Please see also definition of RECIPIENT or SUBGRANTEE below.

Partnership's chief officer. President or chancellor of an institution of higher education acting as representative of the partnership and custodian of the funds. Whether it is the president or chancellor, it shall depend on the institution's board of trustees' regulatory provisions, to empower such officer to enter into contracts on behalf of said board and to represent the board in all major affairs.

Partnership's fiscal agent. Officer designated by the partnership to manage the fiscal activities of the partnership's subgrant. None of the project personnel (see PROJECT PERSONNEL) may be the fiscal agent of the project.

Performance indicators. Measures of specific outcomes that each project identifies as assessing progress, toward the goal of ensuring that all its teachers and principals have the knowledge and skills necessary to assist their students, to meet challenging State content standards and challenging State student performance standards in core academic subjects.

Professional development. Please refer to item 34 (section 9101) of the Definitions in Title IX, Part A of NCLB. Due to its long extension, it is not included in this section. Also, section 3.4 of this RFP describes types of professional development activities allowable.

Project personnel. Project director, instructional resources, assistants, and any other remunerated with the project funding to perform the main administrative and teaching responsibilities in the project.

Proposal Evaluation Panel. Consulting group designated by PRCE to evaluate proposals and to recommend to PRCE the most suitable projects to be funded on the basis of their compliance with Title II, Part A, Subpart 3 of NCLB and the RFP requirements. This panel is composed of education professionals who are not employees of PRCE nor faculty, administrators, consultants, or assistants with active and direct roles in a proposed project participating in this competition.

Puerto Rico Council on Education (PRCE). The state agency for higher education that administers Title II, Part A, Subpart 3 of NCLB eligible partnerships competitive program grant for funding professional development activities.

Recipient or subgrantee. Partnership to which a subgrant is awarded and which is accountable to PRCE and the Federal Government for the use of the funds provided. The subgrantee is the entire legal entity even if only a particular component or representative of the entity is designated in the award document as the partnership's representative and custodian of the funds.

Scientifically based research. Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Please refer to item 37 (section 9101) of the Definitions in Title IX, Part A of NCLB for more information.

Standards. Challenging content and student performance standards in the core academic subjects (in addition to challenging State content and student performance standards approved by the State for Title I) and professional standards for teachers and academic content standards established by PRDE. Refer to *Estándares de contenido y expectativas por grado y materia* and *Estándares profesionales de los maestros de Puerto Rico* in PRDE's website at www.de.gobierno.pr/programasacademicos.

State. As to this RFP and related documents, means Puerto Rico.

Subgrant. Award of NCLB funds granted by PRCE as the State agency for higher education to eligible partnerships on a competitive basis, to conduct the allowable activities established in Title II, Part A, Subpart 3 of NCLB and according to 2016-2017 competition.

IMPORTANT NOTICE

This RFP contains new rules, criteria, and requirements for the 2016-2017 competition. Read it carefully. Please make sure that your proposal complies with each of the requirements and procedures described in this document, so it may have a chance to be accepted for the competition and continue to the evaluation of the merit of the proposed project.

1. BRIEF BACKGROUND

The No Child Left Behind Act of 2001, signed into law on January 8, 2002, is the latest of several amendments to the Elementary and Secondary Act of 1965. The original program providing State grants for staff development in elementary and secondary mathematics and science was enacted in 1984 as the Eisenhower Mathematics and Sciences Program, in Title II of the Education for Economic Development Security Act.

The Augustus F. Hawkins-Robert T. Stafford Amendments of 1988 named the program as Dwight D. Eisenhower Mathematics and Science Education and maintained the focus on improving the skills of teachers and the quality of instruction in mathematics and science in public and private schools.

The reauthorization in 1994 as the Improving America's Schools Act renamed the statute as Eisenhower Professional Development Program, giving emphasis on sustained and intensive high quality professional development tied to challenging State standards and extending its scope to all core subject areas (mathematics, science, english, civics and government, history, geography, economics, arts, and foreign languages), but with priorities in math and science based on appropriation levels.

NCLB redefines the federal role on elementary and secondary education, while helping close the achievement gap between disadvantaged and minority students and their peers. It is based on four main principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Title II, Part A of NCLB combined funding from the previous Eisenhower and Class Size Reduction programs. Although the importance of math and science remains a high priority under NCLB, Title II, Part A, unlike the former Eisenhower Program it does not establish appropriation levels per subject priorities, but favors a support for teacher professional development across all core academic subjects. States are required to ensure that their strategies and funded activities are grounded on scientifically based research. Likewise, principals' participation in professional development activities has been expressly targeted, and private school teachers' participation is to be ensured on an equitable basis.

Title II, Part A, Subpart 3 has been delimited for competitive subgrants to be administered by the state agency for higher education. It requires the settlement of a defined partnership to become an eligible proponent or applicant, and establishes a geographic distribution criterion. Also, NCLB brings over a special rule that establishes that no single partner in an eligible partnership may use or benefit from more than 50% of the funds made available to the partnership; furthermore, coordination with section 203 of the Higher Education Act is mandated.

PRCE is the state agency for higher education that receives a grant to be distributed on a competitive basis, providing professional development opportunities to teachers and school

principals, in support to the PRDE State Plan for improving classroom instruction and student achievement.

2. PROGRAM GUIDELINES

2.1 Purpose

The purpose of Title II, Part A is to increase the academic achievement of all students by helping school districts and schools improve teacher and principal quality, and to increase the number of highly qualified teachers and paraprofessionals in the classroom and highly qualified principals and assistant principals in schools (as defined in Title IX, Part A of NCLB). Local educational agencies and schools are held accountable for improvements in student academic achievement.

2.2 Eligible Applicants

NCLB establishes a specific definition of the eligible applicant. An application under Title II, Part A, Subpart 3 requires an eligible partnership as proponent and receiver of a subgrant. An eligible partnership:

- a) Shall include the following three statutorily required partners:
 - i. A private nonprofit or state institution of higher education and the division of the institution that prepares teachers and principals; (the division that prepares teachers and school principals is the one offering the credit courses required by PRDE for the teacher certification and principal certification).
 - ii. A school of arts and sciences; (the proposal must choose the faculty or school that offers credit courses in arts or sciences, according to the priority it will be addressing).
 - iii. A high-need local educational agency (LEA).
- b) May include another local educational agency, a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization, or a business.

Please refer to Institutions of higher education definition in this RFP Puerto Rico is a single Local Educational Agency and as such it complies with the “high need LEA” definition. For 2016-2017 competition, preference priority will be granted to partnerships whose teacher and

principal preparation programs are above the low performing level according to the Higher Education Opportunity Act, Title II (Teacher Quality Enhancement).

2.3 Eligible Projects

Eligible partnerships shall design projects to conduct professional development activities in core academic subjects to ensure that:

- a) Highly qualified teachers, paraprofessionals, and principals have subject matter knowledge in the core academic subjects that the teachers teach, including the use of computer related technology to enhance student learning.
- b) Principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects.

2.4 Professional Development Eligible Activities

Effective professional development is a set of activities that produces a demonstrable and measurable effect on student academic achievement. These activities must be grounded on scientifically based research. Examples of such activities allowed in this competition are those that:

- a) Improve and increase knowledge of the academic subjects the teachers teach or the principals supervise, to enable teachers to become highly qualified and principals to strengthen supervision skills and instructional leadership.
- b) Are an integral part of broad school wide and district wide educational improvement plans, and are developed with the extensive participation of teachers, principals, parents, and administrators of schools to be served.
- c) Give teachers and principals the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards, and are aligned with those state standards.
- d) Are high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teaching performance in the classroom, and are not one-day or short-term workshops or conferences.
- e) Advance teacher understanding of effective instructional strategies that are:
 - i. Based on scientifically based research;
 - ii. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - iii. Aligned with and directly related to state academic content standards, student academic achievement standards, and assessments.
- f) Are designed to give teachers of limited Spanish and English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments.

- g) Provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning of the core academic subjects which teachers teach.
- h) As a whole, are regularly evaluated for their impact on increased teacher or principal effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.
- i) Provide instruction in methods of teaching the core academic subjects to children with special needs.
- j) Include instruction in the use of data and assessments to inform and instruct classroom practice.

The law requires any partnership receiving both a subgrant from this competitive program and an award under the Partnership Program for Improving Teacher Preparation, in the Higher Education Opportunity Act, Title II, section 203, to coordinate activities conducted under the two awards.

3. COMPETITION HIGHLIGHTS FOR 2016-2017

3.1 Awards

The 2016-2017 grant allocated to PRCE for awarding subgrants to eligible partnerships amounts to \$1,716,513. PRCE will distribute funds from NCLB grant award among those proposals which obtain 70 points or more and that are best suitable to be funded according to the evaluation results and the Education Support Program Area recommendations, input on availability of funds, the geographic requirement, preference priority for higher education institutions' teacher and principal preparation programs performing level according to Title II (Teacher Quality Enhancement) of the Higher Education Opportunity Act, and partnerships performance and compliance in previous NCLB projects. Also, PRCE will ensure that at least one eligible proposal per priority will be awarded. The amount of proposals to be funded will be contingent to availability of funds. For more information on the elements that may influence the selection of proposals please refer to section 7.3. Awards to selected proposals will be subject to the receipt of funds allocated to PRCE. PRCE reserves the right to call for more proposals or even declare the award process vacant if it considers that the objectives of the competition were not completely met.

3.2 Percentage of Private Teachers and Principals Participation

The federal statutes require that private school participation in NCLB professional development activities shall be on an equitable basis as public school participation. In order to comply with this requirement PRCE has adopted the per-pupil basis distribution PRDE applies to determine the proportional participation of public and private school participants. The

percentage established each year is based on the enrollment data provided by PRDE on public schools and the enrollment data compiled at PRCE on private schools for the last academic year. For year 2016-2017 PRCE shall encourage that 25% of subgrant funds for professional development activities shall be to serve private school teachers and principals. In order to assure compliance with this requirement, 25% of each project's participants must be from private schools.

3.3 Calendar

Call for Proposals	Thursday, November 14, 2016
Technical Assistance Workshop on the RFP	By your request
Proposals deadline	Tuesday January, 31, 2017, 4:30 p.m. See section 3.4 for information.
PRCE's decision on proposals and notification to proponents	April 2017
Projects startup	June 2017
Projects closeout	Different closings according to type of project. See section 3.5.
Budget period	Expenses for the project may start from the approval of budget (budget signed by PRCE and partnership) and may continue for up to one month after closeout, for concluding and submitting reports. There are certain considerations for director and assistant's compensation; see sections 4.2(a) and (c).
Reports and invoices deadline	Several reports and invoices are required. See section 9.3.

3.4 Deadline for Proposals

The deadline to send a digital and a one hard copy of the proposal with all three partners' endorsement and any other required signatures is Tuesday, January 31, 2017 at 4:30 p.m. Proposals must be received in same date and time (or earlier) by e-mail to nvega@ce.pr.gov. Please refer to sections 5.1 and 7.2 (a) for more information. Education Program Support Division at PRCE will provide confirmation receipt for each proposal.

3.5 Priorities and Project Components

For this competition, PRDE established that its major goal is to help teachers achieve the highest possible level of expertise in the subject matters they teach and forward paraprofessionals towards the same aim starting with a teacher certification. In addition, curriculum integration, and instructional leadership are major needs to be addressed. There are seven priorities to choose from, but a proposal is allowed to work with just one, that is, one priority per proposal. Partnerships shall refer to the teacher certification regulations (*Reglamento de Certificación del Personal Docente núm. 8146 del 2012*) and the students'

performance standards (*Estándares de Contenido y Expectativas por Grado y Materia, 2014*) of PRDE, available at www.de.gobierno.pr/programasacademicos.

CATEGORY A. FOR TEACHERS TO BE EXPERTS IN THE SUBJECT MATTER THEY TEACH

Priority #1. School Science and Mathematics Teachers

Academic Credits

Credits courses required for the education Teacher Certification in Biology, Chemistry, or Physics. Proposals attending this priority will choose only one type of teacher certification (may not combine requirements for different certifications).

Strategies

PRDE requests that projects include strategies such as: problem based learning, cooperative learning, curriculum integration, reading comprehension, concept development, technology integration, learning communities, and research.

Faculty/School to Offer Courses/Workshops

All courses are to be offered by the Faculty/School of Sciences and supplementary workshops, by the teacher preparation program faculty/school.

Supplementary Workshops

The instructional plan shall include also workshops on best teaching practices of the selected core academic subject.

Follow-up Visits

Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.

Length of Project

Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.

Priority #2. Regular (Full-time) Special Education Teachers

Academic Credits

Credit courses required for the secondary education Teacher Certification: in Spanish or Mathematics. Proposals attending this priority may either offer credits towards certification in only one of the subjects or towards more than one certification. The proposal shall state which work plan is choosing.

Strategies

PRDE requests that projects include strategies such as: problem based learning, cooperative learning, curriculum integration, reading comprehension, concept development, technology integration, bilingual citizen developing, learning communities, and

Supplementary Workshops

The instructional plan shall include also workshops on best teaching practices of the selected core academic subject. NCLB does not allow the funding of activities related to diagnosing, studying, or treating learning problems or special conditions.

Follow-up Visits

Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.

research.

Faculty/School to Offer Courses/Workshops

Spanish, courses are to be offered by the Faculty/School of Arts; Mathematics courses by the Faculty/School of Sciences; and supplementary workshops, by the teacher preparation program faculty/school.

Length of Project

Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.

CATEGORY B. TEACHERS PROFESSIONAL DEVELOPMENT IN THE SUBJECT MATTER THEY TEACH

Priority # 3. Curriculum Integration for First thru Third Grade Teachers

Workshops

A minimum of 100 contact hours on curriculum integration in Spanish and Social Studies.

Strategies

PRDE requests that projects include strategies such as problem based learning, cooperative learning, reading comprehension, concept development, technology integration and language acquisitions.

Follow-up Visits

Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.

Faculty/School to Offer Workshops

Workshops on the subject matter are to be offered by the corresponding Faculty/School of Arts or School of Sciences and workshops on strategies, methods, and best practices, by teacher preparation program faculty/school.

Length of Project

Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.

Priority # 4. Curriculum Integration for Fourth thru Sixth Grade Teachers

Workshops

A minimum of 100 contact hours on curriculum integration.

Strategies

PRDE requests that projects include strategies such as problem based learning, cooperative learning, reading comprehension, concept development, and technology integration, bilingual citizen developing, and learning communities.

Follow-up Visits

Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.

Faculty/School to Offer Workshops

Workshops on the subject matter are to be offered by the corresponding Faculty/School of Arts or School of Sciences and workshops on strategies, methods, and best practices, by teacher preparation program faculty/school.

Length of Project

Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.

Priority #5. Curriculum Integration	
<p style="text-align: center;"><u>Workshops</u></p> <p>A minimum of 100 contact hours on curriculum integration.</p> <p style="text-align: center;"><u>Strategies</u></p> <p>PRDE requests that projects include strategies such as problem based learning, cooperative learning, reading comprehension, concept development, technology integration, bilingual citizen developing, and learning communities.</p>	<p style="text-align: center;"><u>Follow-up Visits</u></p> <p>Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.</p> <p style="text-align: center;"><u>Faculty/School to Offer Workshops</u></p> <p>Workshops on the subject matter are to be offered by the corresponding Faculty/School of Arts or School of Sciences and workshops on strategies, methods, and best practices, by teacher preparation program faculty/school.</p>
<p><u>Length of Project</u></p> <p>Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.</p>	

CATEGORY C. FOR PRINCIPALS PROFESSIONAL DEVELOPMENT AS INSTRUCTIONAL LEADERS

Priority #6. Regular School Principals of Any Academic Level	
<p style="text-align: center;"><u>Academic Credits</u></p> <p>Credit courses on core academic subjects and on the teaching of such subjects to help principals strengthen their knowledge and skills as teaching supervisor and instructional leader. PRDE requests that the focus of this type of project be the courses, not the workshops, meaning that most of the instructional plan activities are to be courses.</p> <p style="text-align: center;"><u>Strategies</u></p> <p>PRDE requests that projects include strategies such as: problem based learning, cooperative learning, curriculum integration, reading comprehension, concept development, and technology integration.</p>	<p style="text-align: center;"><u>Supplementary Workshops</u></p> <p>The instructional plan shall include also workshops to assist principals in mastering content knowledge and to be able to work most effectively with teachers to help students master core academic subjects. NCLB does not allow the funding of activities to meet principals' needs as administrative school leaders, but only those to help them better fulfill their roles as instructional leaders.</p> <p style="text-align: center;"><u>Follow-up Visits</u></p> <p>Visits to schools for at least 50% of participants to support transferring of knowledge into teaching.</p>
<p><u>Faculty/School to Offer Courses</u></p> <p>All content subject courses are to be offered by the corresponding Faculty/School of Arts or School of Sciences; education related courses, by the teacher and principal preparation program faculty/school; supplementary workshops on subject contents, by the corresponding Faculty/School of Arts or School of Sciences; and those on strategies, methods, and best practices, by the teacher preparation program faculty/school.</p>	
<p><u>Length of Project</u></p> <p>Up to 12 months: instructional plan (workshops) shall start on June 2017 and run thru December 2017; follow-up visits, between January 2018 and May 2018.</p>	

Proposals must comply with all of the above components to qualify, including CREDIT COURSE definition in the RFP.

3.6 Number of Participants

Projects must be designed to serve at least 25 participants, 25% from private schools. Main participants will be teachers, principals, paraprofessionals, and assistant principals, according to the type of project selected. Participation of parents, other school or district staff, and other persons from the community are not to be counted for the 25 participant requirement, and the activities they will attend shall be designed to address their supporting role to schools.

3.7 Follow-up Visits to Schools

Each project must design follow up activities (such as classroom observation, feedback after class meetings, focal groups) for at least 50% of participants, two visits to each, to ensure that knowledge and skills learned or strengthened during the instructional phase are put into practice in the schools and classrooms. Visits and activities shall be conducted by project director, professors who taught courses or workshops, and, as agreed, the external evaluator. Since the purpose of the visits to schools is to observe participants performance at their working environment, visits are a requirement not to be supplanted by other type of activity.

4. BUDGET GUIDELINES

4.1 Special Rule

Section 2132 (c) of NCLB establishes that “no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.”

4.2 Personnel Costs

The personnel structure to be remunerated with NCLB funds shall be limited to the project director, administrative assistant, faculty, and external evaluator.

a) Director and Administrative Assistant

Compensation will be determined based on the number of hours worked in the project, according to institution’s rate and policies. It will cover through the number of months of the instructional plan and follow-up visits, and may include the period for recruitment and preparation for startup prior to the beginning of the instructional plan, but not exceeding one month and not before the budget is approved by PRCE and partnership. It may also include the period for preparing and submitting all reports and information required for the closeout, but not exceeding one month after the last follow-up or dissemination activity. In both cases (before and after periods), the extra time is not to be considered as a month block but for the time actually worked.

b) Faculty

Partnerships requesting NCLB funds for credit courses or workshops granting continuing education units may not request compensation for the faculty for instructional duties. Compensation for non-continuing education unit granting workshops shall be according to the institution's rate and policies. Compensation for fieldtrip instructional resources may only be considered for on-site hours of instruction, meaning that travel time does not apply. Same rate for workshops apply to field trips.

c) Fringe Benefits

According to institution's rates and policies.

d) Meals and Lodging

The program provide up to a maximum of \$25 per day to cover the cost of meals for workshops, field trips, and the dissemination activity. Lodging costs at a reasonable rate are allowed, for long field trips and projects in Vieques and Culebra, when duly justified.

e) Travel and Stipends for Follow Up Visits to Schools

Proposals shall target at least 50% of participants; calculations shall be based on two visits to participants and one visit to school directors. One visit to superintendents of school district is also allowed.

f) Mileage

Not exceeding \$0.45 per mile according to the Autoridad de Carreteras de PR official mileage table.

g) Stipends

At the institutional rate of the person conducting the visit, for up to two hours per visit. Funding to be requested must be based on one resource per visit; any other resource per visit must be justified and will be evaluated to determine indispensability to support proposed project activities and unrepeated responsibilities. Stipends do not apply to external evaluators since payment for those services are considered under a different item in the budget and the basis for their compensation is different. Stipends do not apply to project director since the project overall is part of director's responsibilities and compensation for directing covers the follow-up period.

4.3 Participant Support Costs

These expenses are exclusively for participant teachers, principals, assistant principals, and paraprofessionals.

a) Tuition and Fees

Fees for academic credit courses and workshops granting continuing education units will be at the institution's rate. Either credit tuition or continued education units may be charged, but not both, over the same courses or activities.

b) Books and Educational Materials

All books and educational materials will be directly related to project activities, and the number of units, equal to number of participants. All items will be kept by participants.

Purchase of equipment will be limited to hands-on materials, calculators, or absolutely necessary devices or instruments for project activities. (Enclose materials list and books list in the proposal appendix)

c) Travel and Meals

Travel costs for field trips or other out-of-campus activities within Puerto Rico on group transportation are allowed. The program provide up to a maximum of \$25 per day to cover the cost of meals for workshops, field trips, and the dissemination activity.

d) Lodging

Lodging costs at a reasonable rate are allowed, for long field trips and projects in Vieques and Culebra, when duly justified.

e) Stipends

Stipends for participants will be \$50 per instructional day. A final special stipend of \$100 is acceptable, for participants who comply with all the requirements of the instructional plan, with perfect attendance. Payments of stipends are not allowed for follow-up sessions, meetings, or the dissemination activity.

4.4 Supplies

Supplies are limited to expendable office material needed to develop activities during project duration; this excludes purchase of equipment of any kind. Reproduction costs, if any, shall be included in this item.

4.5 Contractual Costs

For the external evaluation services and, if duly justified, any consultant for which the amount requested is on the basis of a detailed relation of services to be rendered, projected hours per activity, and rate per hour. No fringe benefits apply unless institutional policies demand payment of fringe benefits for the in-house resource and the evaluator or consultant works at the partner institution.

4.6 Advertisements

Advertisements for print, electronic, and digital media are allowed up to \$1,500 per project.

4.7 Other Expenses

Those essential to the project and duly justified are allowed. Materials must be expendable during project duration. Breakdown of activities and items under this category is required. Expenses for the dissemination activity are to be defined.

4.8 Indirect Costs

Up to an 8% is accepted.

5. PROPOSAL REQUIREMENTS

5.1 Format Requirements

Document for PRCE's qualification	Both a digital and one (1) hard copy with all required signatures of the complete proposal must be received by e-mail, hand delivery, or certified mail. The signed original must be kept by partnership until qualification is determined. See section 7.2 (a) for new submittal procedures.
Assembling	Each division of the signed proposal shall be copied one-sided and individually; this means that each form shall be separate from each other, the narrative separate from the forms and appendixes, each form separate and each appendix separate as well.
Paper	Standard (8½" x 11"), white.
Margins and line spacing	One inch margins. Narrative in 1.15" spacing. Charts in the narrative and all forms in single space.
Font	Times New Roman, 12 pt.
Extent of narrative	Up to 15 pages.
Pagination	All pages in narrative must be numbered.
Section in narrative	All sections in narrative must be titled as required in section 5.2 (k).
Appendixes	Only those specifically required. Each appendix shall be separated from the other with a titled page.

5.2 Content and Sequence Requirements

Each proposal must include all the following components, in this order:

a) Form 1. Cover Page

Five signatures required: the president's (or chancellor's if allowed by the institution's bylaws), partnership fiscal agent's, director's of the faculty or school offering teacher and principal preparation programs, director's of the faculty or school of arts or sciences (according to the target subject matter), and PRDE's endorsement.

b) Form 2. Project Contacts

All sections required to be filled out.

c) Form 3. Abstract

The abstract must be in English (even if the proposal is written in Spanish), in two pages, single spaced.

d) Form 4. Proposed Timeline

All columns are required to be filled out for the courses, the workshops, and the follow-up activities. Proposals must make sure that the instructional plan, which is briefed in this timeline, includes the faculty required according to the priority selected (see section 3.5). This is necessary for NCLB partnership collaborative operation requirement.

e) Form 5. Blind Timeline

Same as the proposed timeline, but not identifying faculty or personnel. This is the timeline that the Proposal Evaluation Panel will take into consideration.

f) Form 6. Consolidated Budget Summary

Follow the Budget Guidelines in section 4. To be signed by the President (or Chancel or if allowed by the institution's bylaws) and proposed project director.

g) Form 7. Blind Budget Summary

Same as the Consolidated Budget Summary, but not including people name. This is the budget that the Proposal Evaluation Panel will take into consideration.

h) Form 8. Budget Explanation in Detail

Clearly explain each one of the amounts requested in Forms 6 and 7, strictly following the instructions on how to break down the numbers. Expenses requested on Forms 6 and 7 fill out all entry fields. Do not include people's name.

i) Form 9. Budget Distribution

Follow guidelines for NCLB special rule distribution to fill out this form. No column may exceed 50% of the total budget requested. Fill out all entry fields. Do not include people's name.

j) Table of Contents

A list of all sections contained in the narrative and the documents included as appendixes. Each section must identify the page number and each appendix its identification number or letter.

k) Narrative

A concise and clearly written description of the proposed project, addressing the Proposal Evaluation Criteria listed in section 6. Follow format requirements in section 5.1. The narrative will not include the name or other identification of any person regardless of his or her position or relation to the proposal. The narrative will contain only the following sections to be titled as shown, in the following order:

i. Introduction

The introduction includes a clear and specific statement of the needs to be addressed, and how the partnership with its proposed project will contribute to meet the target population's needs.

ii. Cooperative Planning (up to 7 points on the evaluation)

NCLB requires a partnership for planning, designing, proposing, and conducting a project to improve teaching and student achievement. This joint effort of different educational levels and interests is a key element to ensure that every partner of the partnership addresses the high priority professional needs of participants as outlined by PRDE, their school districts, private and public schools, and needs assessment; therefore, all proposals must specifically describe how each partner collaborated during the planning and designing of the proposed project, to

guarantee full compliance with activities (including the evaluation of the project and its outcomes), and full achievement of the objectives.

The partnership shall demonstrate that the school districts to be served were actually involved during the designing and planning of the proposed project. This is essential for guaranteeing that teachers and principals will count with the support of their supervisors to participate in the project and for ensuring that the data needed for the evaluation of the project will be available.

A letter of support for the proposed project and agreement to participate does not constitute evidence of involvement in planning.

The Proposal Evaluation Panel will determine the extent to which the proposal duly explains and evidences the participation of the three partners (the school or division that prepares teachers and principals, the arts or sciences school, and the school district) in the planning and designing of the proposed project, as described in section 5.2 (k) (ii), to guarantee full compliance with activities (including the evaluation of the project and its outcomes), and full achievement of the objectives. Also, the proposal shall demonstrate the commitment of the schools and school districts to support teachers and principals participation in the project and to provide data needed for the evaluation of the project.

iii. Needs Assessment (up to 15 points on the evaluation)

This section explains the specific needs of the target population to change classroom teaching performance and improve students' learning and how they were assessed. It demonstrates how the proposed activities respond to those needs and will contribute to satisfy them. It clearly evidences that the project was designed to meet the needs of public and private teachers or principals to benefit students and schools. Separate assessment shall be conducted for public school and private school participants. Each proposal shall demonstrate that proposed instructional activities respond to the specific needs assessment of the target population of public teachers/principals and private teachers/principals, according to the selected priority and as described. Each application will be reviewed to determine the extent to which it includes:

- (a) Evidence of how students learning needs were assessed (provide summaries of needs only of the targeted population, not from U.S. national studies); and
- (b) Identification of the specific needs of the targeted population for content knowledge and instructional skills improvement of teachers or for instructional leadership skills improvement of principals, and evidence of how these needs were assessed.

iv. Goals, Objectives, and Expected Outcomes (up to 9 points on the evaluation)

The proposal lists specific measurable objectives for implementing the project and changing classroom teaching performance or instructional leadership; specifies what participants will know and be able to do as the result of the proposed activities (content knowledge and instructional skills); and establishes a direct relationship between proposed goals and training activities.

This section describes the goals of the proposed project and its measurable objectives. It clearly and concisely explains the projected impact and expected outcomes, and how the proposed activities will contribute to achieve them. It also specifically relates the benefit students and schools will have as the result of their teachers-principals participation in the project.

Partnerships may not claim to aim at increasing students grades compared to past years grades or standard national achievement tests if that would depend on data or sources the partnerships cannot assure will be available for the external evaluation when needed (for example, comparative past years analysis and improvement in the Puerto Rico Student Achievement Tests). Such references may be used to support the needs assessments, but not as a target to be improved unless partnerships are truly sure and may be able to express that they will have that data available for analysis for the evaluation of outcomes.

Each proposal shall demonstrate that its goals and objectives are congruent with the needs revealed in the assessment, as described in section 5.2 (k) (iv), and specifically explain how it will contribute to strengthen the teaching of the core subjects and improve the students' academic achievement. Each proposal will be reviewed to determine the extent to which:

- (a) It includes goals and objectives that emphasize conceptual mastery of content knowledge, skills, and attitudes according to the needs revealed in the assessment;
- (b) Goals and objectives are measurable on the basis of data available by the time the comparative analysis would be made;
- (c) It includes a description of its impact on school and student academic achievement.

v. Instructional Plan (up to 35 points on the evaluation)

The proposal shall describe the results or findings of scientifically based research and the literature relevant to the needs addressed and the proposed activities to achieve the goals and objectives of the proposed project, not only in Puerto Rico but in the United States and other pertinent countries. This section also clearly explains how the activities chosen to meet those needs have proven to work.

The proposal shall explain the plan to provide effective instruction to participants to enhance the mastering of the content of the target core subjects, and integrating effective use of educational technology. It includes a specific and chronologically ordered calendar of all courses, workshops, and follow-up activities in Forms 4 and

5; describes how the schedule (days and time) will work; and explains the phases and components of the project, including the follow-up visits, according to the selected priority requirements. It will also explain how the arts and sciences faculty or school partners will coordinate their participation in the instructional activities together with the teacher and principal preparation programs faculty or school. All proposed projects must address PRDE's standards and learning expectations by school grade for its core academic subjects and clearly describe how the selection of courses does and workshops align with the addressed standards.

All proposals must include a final collaborative dissemination activity to share and present achievements as the result of participants' implementation of knowledge and skills learned by means of the project. This activity may get together higher education and school district personnel, school peers, parents, and, if appropriate, representatives of the community. Instructional material produced in the project shall be replicated and disseminated. Emphasis shall be given to:

- Exhibition of works
- Students' portfolios
- Presentations of individual and cooperative projects
- Model presentations of exemplary pedagogical or supervision practices
- Distribution of materials developed, which present innovative pedagogical practices in core academic subjects or effective instructional leadership practices
- Examples of collaborative activities
- Panels of discussion (between parents, teachers, principals)

This is not to be considered an extension of the instructional phase of the project, but rather the opportunity for participants to demonstrate their benefit from the project, commit to translate such benefit into a long lasting effect, and try to develop a networking relationship with other schools.

According to section 5.2 (k) (v) the Proposal Evaluation Panel will determine the quality of the instructional plan as to the extent to which it:

- (a) Clearly describes all its components following requirements of the selected priority from section 3.5.
- (b) Explains the rationale of the selected activities and demonstrates its correlation with the needs to be addressed and the project goals and objectives, in accordance with the priority selected.
- (c) Includes a description of the up-to-date scientific research based instructional strategies to be incorporated, an explanation of why the strategies are expected to improve the academic achievement of students with diverse needs, and a list of up-to-date research references (in an appendix), which justify the use of these strategies.

- (d) Will contribute to attain the expected impact on schools and students' academic achievement.
- (e) Includes a detailed scope and sequence of training topics, and explains the justification of its components.
- (f) Mentions the corresponding PRDE academic content standards and student academic achievement standards to be addressed and explains how its activities are aligned with them.
- (g) Describes practical approaches rather than theoretical ones.
- (h) Includes a plan for making effective use of technology as a tool for enhancing the targeted subject; examples of educational technologies which could be used appropriately and effectively in classroom may include calculators, computers, Internet, CDs, DVDs, USB drives, and digital cameras.
- (i) Describes the partners' coordination to participate in the instructional activities and follow-up visits.
- (j) Is supported with the syllabus for each academic credit course and the outline or brief explanation of each workshop.
- (k) Has a clear understanding of the purpose of the achievement dissemination activity.
- (l) Assures that the schools are fitted to install and use the educational technology and software to be bought for the project activities.

The Proposal Evaluation Panel will determine the pertinence and particular advantages of the proposed activities regarding the assessed needs and the PRDE professional and academic standards.

vi. Management Plan (up to 17 points on the evaluation)

The proposal shall demonstrate that the project will be feasible as proposed. In this section, it explains how it will deal to comply with the day-to-day requirements of the project in order to ensure an effective, proper, and efficient management of time and funds. It includes a calendar of all administrative events and the resources needed to assure that the instructional plan will be successful, that the project will be completed within the timeframe, and that it will achieve the expected outcomes. This section also explains how each of the three partners (school or division that prepares teachers and principals, arts or sciences school, and school district) will contribute to the effective interaction with the other partners and the resources each one will bring into the project.

The management plan will demonstrate the project feasibility, taking into consideration the length of time and resources available, according to section 5.2 (k) (vi). The Proposal Evaluation Panel will determine the extent to which the proposal proves to be a realistic project according to its calendar, and the extent to which it:

- (a) Demonstrates that all required project components have been realistically and efficiently distributed through the length of time allowed and according to the requirements established for the selected priority.
- (b) Presents a high quality plan for using resources and personnel to achieve objectives.
- (c) Includes a description of the responsibilities of all personnel without identifying them by name, and ensures that responsibilities are not duplicated.
- (d) Explains all partners' commitment to and participation in the implementation of the proposed project, by the level of involvement each one will have in the proposed activities and procurement of expected outcomes, and the support each will provide, whether with funding, in-kind resources, and specific facilities or other.
- (e) Includes a description of the timeframe of the administrative activities that will support the professional development activities.

vii. Selection, Recruitment, and Retention Plan (up to 7 points on the evaluation)

This section explains the profile of participants the project may recruit according to the priority to be addressed, the precautions the project will take to determine that participants selected meet the required profile, and the strategies it will use to guarantee the retention of participants and the private-public proportional participation.

The Proposal Evaluation Panel will determine the extent to which the plan uses a specific teacher or principal selection, recruitment, and retention plan that clearly describes the coherence between the needs assessed and the established profile of targeted participants according to the selected priority and as described in section 5.2 (vii), and the strategies to integrate new participants to fill the space of those who left the project ensuring to keep the proportional public-private participation required.

viii. Budget (up to 10 points on the evaluation)

This section explains the justification of the amount of funds requested per each budget item. A wise and efficient projection of the budget is expected, with reasonable administrative costs and high support to participants. All projected expenditures must be explained as to how it relates to the needs assessment results and the proposal to attend them. Every single item is broken down to allow the analysis of the compliance with the budget guidelines.

Partnerships must present a budget that is cost-effective, complies with the budget guidelines of this RFP, and the 50% special rule; and provides adequate support by evidencing a clear relationship with the project objectives, number of participants, and anticipated results, according to section 5.2 (k) (viii).

The budget shall demonstrate its effectiveness and correlation with the proposed activities. The Proposal Evaluation Panel will determine the extent to which the budget is reasonable and realistic to support the activities and achieve the project goals.

1) Appendixes

The proposal shall include only the following documents as appendixes:

- Bibliography
- Syllabus of each credit course (not identifying name of instructional resource)
- Outline or brief description of each workshop (not including name of instructional resource)
- Educational Materials and books list.
- Updated resume or curriculum vitae for:
 - ✓ Project director
 - ✓ Each faculty
 - ✓ External evaluator
 - ✓ Any consultant
- Instruments used for needs assessment
- External evaluation plan following the guidelines provided in this competition package
- External evaluation budget based on a detailed relation of services to be rendered, projected hours per activity and rate per hour

No other document will be considered for evaluation. Resume and curriculum vitae will be kept by the PRCE before delivering the proposal to the Proposal Evaluation Panel. The external evaluation plan and its budget will also be removed and not delivered to the Panel since it will not be graded. The analysis of this plan and budget will be made by the PRCE and discussed with the partnership and external evaluator of the proposals selected for funding. (See section 9.2 for more information on this procedure).

6. PROPOSAL EVALUATION

Each proposal will be reviewed and rated on the basis of its strengths and weaknesses as to meeting Title II, Part A and PRCE's RFP requirements. The maximum amount of points a proposal may get as the result of its evaluation is 100.

7. PARTICIPATION, REVIEW, AND AWARD PROCEDURES

7.1 Number of Participations

Eligible partnerships may submit any amount of proposals. No one with responsibilities as project personnel or project faculty may work in more than two (2) projects approved in the same competition.

7.2 Review

a) Qualification of Proposals

The PRCE's Education Support Program Area will perform a qualification of proposals to determine if the proposal is signed by all partners, the fiscal agent, and the project director; includes all required documents; and comply with requirements established for deadline, eligible applicants, eligible projects, priorities, project components, project length, number of participants, percentage of participation, and proposal's blindness. The Office may contact a representative of proposals that met the competition deadline and all endorsements to ask for clarifications or any missing information. Partnerships that have been granted this chance must provide the requested information, in two business days, to qualify for the competition.

Revised and complete digital proposals (following format requirements in section 5.1 and after removing corresponding forms and appendixes) will be forwarded to the Proposal Evaluation Panel. Partnerships are highly encouraged to meet with PRCE's Education Support Program Area in good time, to discuss and review the proposal for compliance with eligibility requirements.

b) Evaluation

All proposals will be reviewed and evaluated under the coordination of the Education Support Program Area. To help select the best proposals and applicants, PRCE will appoint a panel of reviewers with expertise in the proposed subject areas, pedagogy, and evaluation. None of the members of the Proposal Evaluation Panel will have access to the name of the proposed project director, assistant, faculty, consultant, or external evaluator. The reviewers will take into consideration the quality of the proposal as well as its coherence and clarity, besides the evaluation criteria, and will recommend proposals to be funded on the basis of ranking. Each proposal will be evaluated by two members of the Panel. The evaluation will be made individually and the average of the rankings will automatically constitute the final score, unless there are 10 points or more of difference between any two of the rankings, in which case the reviewers will be required to discuss their rankings, from which a final average will result. Project proposals must score 70 points or more to be recommended for funding.

7.3 Selection, Award, and Notification

a) Selection Criteria

Although ranking a project for the score obtained in the evaluation is fundamental for the final selection, a high ranking will not be the only consideration for decision. Since federal statutes establish the geographic requisite that must be taken into account when

awarding projects, NCLB requires a distribution of funds among eligible partnerships in all geographic areas with the purpose of maximizing possibilities for all schools to be involved in professional development, regardless their location. Also, PRCE will ensure that all priorities are served in the competition by awarding at least one eligible proposal per each. In addition, PRCE will grant priority to partnerships whose teacher and principal preparation programs are above the “low performing” level according to Title II (Teacher Quality Enhancement) of the Higher Education Opportunity Act. Finally, PRCE will look after partnership’s administrative performance and director’s management of funds and enrollment and retention success, in previous funded projects.

b) Award Process

The Education Support Program Area will submit the final recommendation report to PRCE board for consideration and award. PRCE reserves the right to adjust the budgets of proposals and request modifications to external evaluation plans of proposals selected for award. PRCE may call for new proposals to fulfill any unmet expectations for program year 2016-2017.

c) Notification of Decision

PRCE will issue a Subgrant Award Notification including the partnership subgrantee, project title, and grant amount of every project funded for the 2016-2017 program year. All applicants will be notified in writing whether or not their proposals were selected for funding. Notification to selected proposals will state the amount of subgrant awarded, project identification number, and any condition to be met; and will include the grant award notification, approved detailed budget, and assurances documents to be signed by the Partnership’s Chief Officer.

8. DUE PROCESS

Applicants whose proposals are not selected for funding will be provided with the due process described in the document “Procedimiento para radicar reclamaciones sobre la determinación del CEPR en caso de denegación de fondos del programa competitivo bajo No Child Left Behind”.

9. ACCOUNTABILITY

Granting, administration, and use of the competitive subgrant funds, both by PRCE as well as subgrantees, are ruled by statutes under Title II, Part A of NCLB and provisions in the Education Department General Administrative Regulations (EDGAR) 34 CFR, sections 74, 76,77, 79, 80, and 85. Since they are not intended to cover all administrative aspects of the competitive program, it is recommended that all subgrant recipients be familiar with EDGAR

and to consult the Education Support Program Area for specifics. Please call (787) 641-7100, extension 2037, or write to nvega@ce.pr.gov.

Each partnership must foresee all measures it will need to take to ensure proper management and use of funds to guarantee a successful accomplishment of proposed project objectives, and to account to PRCE for all the project administrative and instructional activities. The institution of higher education representing the partnership must ensure to hold the other partners accountable for their responsibilities in the instructional and administrative activities in the project.

The following are the standard strategies operated by PRCE for the competitive subgrant program with the purpose of providing technical assistance to subgrantees and holding subgrantees accountable for the development and outcome of their projects.

9.1. Monitoring and Auditing

Each subgranted project will be visited during the funding period by a PRCE's monitor to observe the project development as proposed. Also, projects may receive a visit by an external auditing firm, under contract with PRCE, to perform agreed-upon procedures, to verify that project fiscal activity is in compliance with rules. The institution of higher education representing the partnership must ensure proper coordination with the other partners, in order that monitoring and compliance visits may be performed at the institution with all the documentation necessary to conduct such procedures. Monitoring visits will be scheduled and notified in advance.

The institution of higher education representing the partnership must submit a copy of the single audit performed for its institution, by an external auditor on federal funds and any federal determination issued in regards to that audit for the fiscal year in which NCLB funds were expended. This document shall be provided to PRCE within the timeframe established by NCLB after the fiscal year closing. The reason for requiring this document is that, in case of serious findings on compliance with federal funds provisions, PRCE could request a particular audit or like procedure on the use of NCLB subgrants and, on the worst case scenario, suspend funding and request repayment of any amount received from NCLB. Any institution of higher education that is found in serious findings in compliance with federal funds provisions might be deemed by PRCE unable to participate in a NCLB project as partner.

9.2 Project Evaluation

The fundamental issue of accountability is to determine the extent to which the project has been effective in the accomplishment of its purposes, as measured by the extent to which goals, objectives, and activities were completed; classroom implementation has been achieved; a positive impact has been evidenced on student academic performance and schools; and provisions have been taken to enhance the observed effects of the project in the future. The purpose of evaluating the project is to determine its effectiveness and impact, the way it influenced the participants, and primarily its effect on student achievement and schools.

Proposals competing under this RFP shall submit an evaluation plan following guidelines provided in this package, together with a budget for this services and the resume or curriculum vitae of the external evaluator, as explained in section 5.2 (l). A list of recommended consultants will be available upon request. Should the partnership decide to select an external evaluator not included in the list it may do so, but it shall make sure that the consultant is a professional with formal background in education and vast experience in outcomes evaluation. It its strongly recommended that this person meet the Education Support Program Area representative before designing the evaluation plan, to discuss the scope expected for compliance. The designation of the external evaluator and the external evaluation plan will be subject to acceptance by PRCE, based on the analysis of the Education Support Program Area. As a rule, the Education Support Program Area will verify that no external evaluator has more than 30% of the projects approved for evaluation. In this case the area recommended other external evaluator.

9.3 Project Reports

All funded projects will be required to report on its fiscal and instructional activities and on its outcomes. Following is a description of the scope, frequency, and deadlines.

a) Statistic Reports

A statistic report with data on participants and activities to be submitted electronically by the project director.

Initial report:	Covering Summer 2017 Due date: August 31, 2017
Final report:	Covering the whole project Due date: 30 days after project closeout

Projects may be required to provide updated data between the initial and final report as needed to comply with state, federal, or other source requirement or report. Nineteen-month projects will be required to fill in data as required by the Education Support Program Area after each academic session.

b) Evaluation Reports

An evaluation report prepared by the external evaluator in coordination with the project director, on the partnership responsibility, project effectiveness on participants, and impact on students and schools.

Initial report:	Covering from startup through thru December 2017 Due date: January 31, 2018
Final report:	Covering the whole project Due date: 30 days after project closeout

(c) Expenditures Reports

An invoice prepared by the partnership's fiscal agent and submitted electronically.

First invoice: Covering Summer 2017
 Due date: August 31, 2017

This first invoice is critical for the continuation of funding, because the deadline of funds from the carry-over of allocation is September 30, 2017.

Intermediate invoices: Every two months

Final invoice: Covering last expenses
 Due date: 30 days after project closeout

Partnerships may submit monthly invoices if desired. Project directors will be required to report on use of funds periodically, to verify the level of expenditures and projected outcomes.

9.4 Project Suspension

When a subgrant recipient has failed to comply with the terms of a subgrant and the accountability provisions in sections 9.1, 9.2, and 9.3, PRCE may require a plan with actions for compliance. Should the results prove to be unsatisfactory, PRCE may suspend the subgrant award in whole or in part and request repayment of any disbursement made to partnership with NCLB funds upon reasonable notice. Suspensions shall remain in effect until satisfactory action has taken place. The partnership remains responsible for fulfilling its part of the agreement with participants. Procedures will be performed in accordance with the Uniform Administrative Procedures Act 170 of 1988, as amended.

9.5 Retention of Records

A subgrant recipient shall retain the following records for a period of six years, according to state laws, after its final expenditures report to PRCE unless any litigation, claim, negotiation, audit, or other action involving the records started before the expiration of the six year period; in which case records shall be retained until completion of the action and resolution of all issues:

- a) Records to show the subgrant recipient's compliance with NCLB and PRCE's program requirements.
- b) Records that fully show amount of funds under the subgrant, use of funds, total cost of project, all costs provided from other sources, and any records to facilitate an effective audit.

10. CREDIT AND DISCLAIMER

Statements of credit and disclaimer are required by the U.S. Department of Education (USDE). Credit and disclaimer for both USDE and PRCE must be included in all notices, recruiting brochures, workshop materials, and any other publication produced with support of PRCE NCLB grants. The two statements below will satisfy this requirement:

“This project is funded (in part) by a federal grant under Title II, Part A, Subpart 3 of the No Child Left Behind Act (P.L. 107-110), administered by the Puerto Rico Council Education.” (Also name any other federal program granting funds to the project).

“Opinions and findings expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Puerto Rico Council on Education, and no official endorsement by either of these agencies should be inferred.”

Revised: October 17, 2016