



An HP Innovations in Education Initiative from the
HP Office of Global Social Innovation

2010 HP Catalyst Initiative

HP is creating a global network of education consortia that will explore new and more effective approaches for preparing students to use their technical, creative, and collaborative ingenuity to address significant social challenges in their community and around the world.

Request for Proposals - Consortia Members

The challenge

The world is increasingly interconnected. Economies no longer stand alone, and countries struggle to tackle the increased challenges they face. Around the world technical innovations are creating new opportunities, changing the way we work, live and communicate, and offering new solutions to some of the bigger challenges in education, health and environment.

Many countries now recognize that education in science, technology, engineering, and mathematics (STEM) disciplines is one of the keys to social progress and economic competitiveness – yet we see reports of persistent, even increasingly significant, gaps in education access, program quality, degree completion rates and career awareness. At the same time, STEM students need to acquire additional skills necessary to complete project-based cross-disciplinary tasks that encourage innovation and cross-cultural collaboration. They must be prepared to apply their knowledge and creativity to solving real-world problems.

The first breakthrough is to think beyond the traditional definition of STEM education, and think about STEM+, where the “plus” represents:

- Existing and emerging disciplines that were not originally included in the acronym, such as computer science, and new interdisciplinary blends whose importance is now becoming recognized.
- Skills and attributes that students must develop to be effective and innovative. These skills have been referred to by many as “21st century skills”. In fact, they have been important all along – and will be even more so in the future. These include creativity, collaboration, and cross-cultural



expertise for functioning in a “flat” world.

We need to take an honest look at yesterday’s approach to STEM learning and teaching, and determine how emerging technologies can be effectively used to create relevant, authentic, project-based learning experiences for students. Technology can even help to transform the education system itself, creating new “learning and research ecosystems” that link existing education institutions in collaborative ventures to jointly address key challenges in STEM education.

The opportunity

What can STEM+ education look like if we design it as a system, with student empowerment at the center? HP believes that we can clearly improve student outcomes by being a catalyst for innovations in STEM+ education, bringing together organizations that currently work in silos, creating consortia that provide a cohesive, student-centered approach to STEM+ education. Through this initiative, HP will join forces with pioneering education leaders around the globe to establish collaborative ventures that address STEM+ education issues in innovative ways.

The HP Catalyst Initiative in 2010 aims to fund up to five consortia, each of which will explore a focused theme for transforming classic STEM education into learning experiences that better meet the needs of today’s students. The themes provide a “shared purpose” for each consortium, and are briefly described as follows:

- **“The Multi-Versity”** - investigate and demonstrate new & best practices in online education for STEM+ students and the professional development of instructional faculty. The long-term goal is to provide students with a broader selection of learning opportunities by creating a network of online courses and projects.
- **“Pedagogy 3.0”** - create new models of teacher preparation that will better equip teachers to facilitate powerful 21st century learning experiences for students. Projects will engage new teachers during their pre-service and induction years, plus in-service master teachers, teacher education faculty, and engineering/science content experts and faculty. The long-term goal is to prepare and retain more STEM+ teachers, enhance the STEM+ expertise of master teachers and faculty, and improve student success in pursuing STEM+ degrees.
- **“Global Collaboratories”** - enable students to participate in collaborative problem-solving to address urgent social challenges using the power of collaborative grid computing.
- **“The New Learner”** –engage formal and informal education institutions as



they explore how to build a network of learning opportunities for students. The goal is to create new models of student-driven STEM+ learning that are engaging, lead to higher school completion rates, and promote “learning how to learn”.

- **“Measuring Learning”** – explore innovative approaches to measuring STEM+ competencies that are often not assessed in school, with the help of technology.

Each consortium will:

- Consist of six “member organizations” (selected from a competitive pool of applications from eligible countries), plus a “lead organization” selected by HP. The lead organization will facilitate and communicate the activities of the consortium;
- Represent a mix of secondary and tertiary education institutions;
- Be intentionally international by including member institutions from more than one eligible country (see “Eligibility and Preference” section below);
- Actively engage instructional practitioners, administrative leaders, and education researchers;
- Engage with the other consortia to form a global community of practice.



The “Multi-Versity” consortium

Lead Organization: Sloan Consortium, United States (John Bourne, Executive Director)

www.sloanconsortium.org

Executive Advisors: The [Hewlett Foundation](#), [Innosight Institute](#), the [New Media Consortium](#) and HP

The “Multi-Versity” consortium aims to explore novel ways to provide post-secondary, secondary students, and adult learners with a broader selection of learning opportunities through online education that combines creative problem solving with technical skills to address authentic social need. The major focus of the consortium is online professional education for faculty to take advantage of innovations in synchronous, semi-synchronous and asynchronous online learning, especially through collaboration among global cohorts of STEM+ - related teaching faculty and administrations.

The goal for 2010 is to bring together an international consortium of six educational institutions to create, organize and share high quality, collaborative learning experiences in online STEM+ education, gathered from many organizations. These learning experiences can be used in the online delivery of STEM+-related diplomas or degrees.

Example research questions:

- What models of online learning lead to powerful learning experiences? Which models align best with which learning objectives? What are the critical factors for consideration when designing an online learning experience?
- What novel models of institutional cooperation can be created that provide incentives for more institutions to share for-credit learning opportunities with students across international boundaries?
- What are the most effective models of faculty development for establishing and growing expertise in facilitating online learning experiences?



The “Pedagogy 3.0” consortium

Lead Organization: FutureLab, United Kingdom (Dan Sutch, Head of Development)
www.futurelab.org.uk

Executive Advisors: [International Society for Technology in Education](#) (ISTE) and HP

Pedagogy 3.0 addresses the need to revisit the scholarship of teaching and the use of technology to create powerful and relevant learning experiences needed to prepare students for tomorrow’s changing world. Professional practice in STEM is global and requires much more than content knowledge. Instructional practices common today are often inadequate to address these needs.

The transforming role of faculty and teachers needs to permeate all levels of STEM+ education, including the preparation of new teachers, the faculty involved in their preparation, the support of teachers in their initial induction years, the master teachers who supervise new teachers, and post-secondary faculty who teach the secondary school graduates.

This consortium aims to demonstrate novel approaches to secondary level teacher preparation, bringing together teachers during their pre-service and induction years, plus in-service master-teachers, education faculty, and STEM faculty (content experts) to design and facilitate powerful 21st century learning experiences for students – project-based experiences that let students experience how technical disciplines can be applied in creative ways to solve real social challenges.

The goal for 2010 is to bring together a consortium of six secondary and tertiary education institutions to examine how the changing role of “the instructor”, how that changes affects the preparation of new STEM+ secondary teachers, and how it transforms of the faculty and master teachers involved.

Example research questions:

- How can pedagogy experts and content experts best collaborate in preparing new teachers to teach in STEM+ related disciplines?
- What can be done to accelerate new teachers’ success in using technology in powerful ways during their early years of teaching?



The “Global Collaboratory” consortium

Lead Organization: CSIR Meraka Institute, South Africa (Dr. Bruce Becker, Coordinator, South African National Grid)

www.meraka.org.za

Executive Advisors: United Nations Educational, Scientific, and Cultural Organization ([UNESCO](http://unesco.org)) and HP

The “Global Collaboratory” builds on HP’s collaboration with UNESCO, leveraging the “Brain Gain” initiative in Africa, where a powerful grid computing network is being deployed across 20 universities, providing researchers with shared computing power that supports important research aims. The Global Collaboratory consortium engages additional institutions and brings the power of the global grid into the hands of secondary and tertiary level students. Access to and training on a fully-functional t-Infrastructure (training) will prepare students to take full advantage of the e-Infrastructure, encouraging sustainability and interest in the new paradigm of e-Science initiatives, which are, by their nature, geographically distributed and collaborative.

The goal for 2010 is to bring together a consortium of 6 additional secondary and tertiary education institutions to grow the shared computing capacity and engage students in collaborative problem-solving learning experiences that address significant social challenges.

Example research questions:

- How do the best practices in online learning apply to student-centered collaborative projects?
- How can we match student interests and growing expertise with other students at other institutions to facilitate collaborative projects?
- What services and resources are necessary to provide the relevant education for fast-changing scientific and technological research?
- How can the network be fully exploited to bridge the digital divide, making all participating students, in Africa and beyond, native members of the global research community?



The “New Learner” consortium

Lead Organization: Agastya International Foundation, India (Ajith Basu, Chief Program Executive)

www.agastya.org

Executive Advisors: The [Exploratorium](#), the [Consortium for School Networking](#) (CoSN), and [HP](#)

The “New Learner” consortium aims to explore models for creating student-centered personal learning networks that allow students to tap into a full range of formal, non-formal, and informal learning resources and people, in the pursuit of their own learning goals.

The goal for 2010 is to bring together a consortium of six organizations/education institutions that serve secondary and tertiary level students to create learning “ecosystems” that support student-empowered inquiry, promote student engagement in social innovation, and lead to a habit of learning that will last a lifetime.

Example research questions:

- What opportunities exist to connect formal, non-formal, and informal learning into a seamless network that promotes academic success and lifelong learning?
- What “scaffolding” can be provided to students to support them as they navigate across the boundaries of formal, non-formal, and informal learning?



The “Measuring Learning” consortium

Lead Organization: Carnegie Mellon University (Candace Thille, Director of the Open Learning Initiative, oli.web.cmu.edu/openlearning and Ananda Gunawardena, Computer Science Department, www.cs.cmu.edu)

Executive Advisors: The [Consortium for School Networking](#) (CoSN), The [Hewlett Foundation](#), the Organization for Economic Cooperation and Development (OECD) [Centre for Educational Research and Innovation](#), the [International Society for Technology in Education](#) (ISTE), and [HP](#)

The “Measuring Learning” consortium explores using technology to support authentic assessments of learning related to key STEM+ knowledge and skills, especially the difficult-to-measure competencies related to innovation, global collaboration, and the ability to tackle open-ended “big challenges.”

Despite the acknowledged importance of “21st century skills” and higher order thinking, systems for measuring these types of student outcomes are not common. With technology in the hands of instructors and learners, new approaches for “knowing what you know and don’t know” are possible. For example, tablet pcs deployed to support interactive and rapid feedback in classrooms can support real-time graphical responses that inform instruction, engage students in meaningful conversations, and tap into the power of anonymity in ways that were not previously possible.

The goal for 2010 is to bring together a consortium of 6 secondary and tertiary education institutions to create a test-bed that instructors, education researchers, and students themselves can use to explore innovative approaches to formative and summative assessment in STEM+ education.

Example Research Questions:

- What are the key design considerations for creating effective embedded assessment environments?
- How can technology enable novel approaches to formative assessment that provide immediate feedback to both instructor and learner?
- What are some of the promising new practices in measuring learning outcomes related to higher order competencies and the broad range of so-called “21st century expertise” (synthesis & problem-solving, collaboration &



communication in complex multicultural teams, information & search literacies, computational thinking...)?

- How can technology improve “data driven decision making” and ultimately lead to raising the attainment levels of STEM+ learners?



Description of the grant award

This Catalyst Grant award provides each consortium (the lead organization and the six additional member organizations) with technology, cash, and professional services valued at more than \$1 million. The six member organizations will each receive:

\$130K – HP technology (list price) from a special catalogue of featured products that include:

- HP Tablet PCs
- HP Mini Notebooks
- HP MultiSeat Desktop Labs
- HP Mobile Workstations
- HP Proliant Servers
- HP Graphing Calculators & Probeware
- HP Virtual Room Collaboration Web Service: www.rooms.hp.com
- HP Laserjet Multi-function B&W printers
- HP Officejet Multi-function color inkjet

Refer to the HP Catalyst Initiative “grant equipment catalog” (spreadsheet) to assist with creating a specific technology budget that will accompany your proposal.

\$20K – unrestricted cash award. Funds to be distributed by the International Society for Technology in Education, on behalf of HP. Funds will be distributed in two installments, \$15K at the beginning of the project (~ October 2010) and \$5K upon submission of the first project update report (~ September 2011) *Note: The cash portion of this grant comes to the institution as an unrestricted cash award. HP will not allow the cash award to be used to finance indirect costs.*

This funding can be used for items such as:

- faculty time, offsetting the normal course load, or can be shared with other faculty and/or interns supporting the project
- the purchase of additional project materials, other technology, or software
- the costs of a public campus celebration event or reception at the beginning and/or conclusion of the first year of the project
- miscellaneous travel expenses related to attending conferences to disseminate best practices that emerge from the project
- the production of a short project documentary video

\$5K value – training and coaching provided by various education organizations and NGOs who are collaborating with HP

\$3K value – Through a grant by HP to ISTE.org, each Member Org in the



consortium may send one representative to the 2011 HP Innovations in Education Worldwide Summit to be held in early 2011 (additional slots are available for self-funded representatives)

Professional Community of Practice - In addition to equipment, cash, and professional services, participants become part of a global community, whose benefits include:

- Access to a global community of former and current HP grant recipients through an online social media platform
- Potential opportunities for visibility, such as speaking, guest blogging, participation in webinars where recipients showcase their solutions, and possible invitations to showcase best practices at education conferences and tradeshow

Software from LanSchool – LanSchool will donate a one-year subscription to LanSchool v7.4 classroom management software for the HP granted computers. LanSchool v7.4 classroom management software improves teacher effectiveness in a 21st century classroom by allowing teachers to easily remove distractions, demonstrate skills, monitor and assess student progress. <http://www.lanschool.com>



Eligibility & preference

Member organizations will be selected through a competitive, open, global call for proposals.

To be considered for selection as a 2010 Catalyst Initiative member organization, the applicant institutions must:

- Be an accredited public or private (not-for-profit) education institution or consortium that serves at least 2,000 tertiary or secondary education students (schools, colleges, universities, as well as non-profit or non-governmental educational organizations);
- Be located in an eligible country. For 2010, eligible countries are Brazil, China, Egypt, France, Germany, Kenya, India, Russia, South Africa, the United Kingdom, and the United States;
- Be validated as compliant with US laws and regulations;
- Be an organization that abides by HP's non-discrimination policies and practices (<http://www.hp.com/hpinfo/abouthp/diversity/nondisc.html>). Institutions are not eligible if their primary mission is religious, sectarian, discriminatory, political, or if the organization discriminates on the basis of race, creed, religion, gender, national origin, sexual orientation, age, disability, or veteran status;
- Have experience addressing the theme of the relevant consortium;
- Accept in advance the HP "Terms and Conditions" associated with HP grants for the recipients' country;
- Complete the proposal called for by this Request for Proposal (RFP); and
- Meet the minimum infrastructure requirements to support the use of the technology awarded as part of this grant, including:
 - Adequate infrastructure (electricity, buildings, Internet access, etc.)
 - Existing or planned high-speed wireless computing environment
 - IT resources that will be committed to support the use of the granted equipment

Preference will be given to institutions that:

- Serve a significant percentage of low-income or marginalized students who are currently under-represented in STEM professions.
- Are actively engaged in other networks or partnerships that are related to one or more HP Catalyst Initiative themes.
- Are engaged in currently funded projects which could be enhanced by their participation in an HP Catalyst Initiative consortium.



Grant recipient commitment (two years)

Innovation takes time, so receiving a grant of this size is a significant commitment on the part of everyone involved. While the technology and the professional development are provided in year one, the grant period is defined as two years, during which the project will be implemented, monitored and measured.

This grant of equipment, cash, and professional support is awarded to the education institutions that are selected to be members of each consortium. The HP equipment becomes property of the member organization, to be used by the Project Leader and team for implementation of the proposed project.

Each organization accepted as a consortium member commits to:

- Assign one person to serve in the role as “Project Leader” representing the project team. This person will be the primary point of contact for the consortium, HP, and its collaborating partners, and will be responsible for communicating important grant-related information to the project team at the member institution, to the other members of the relevant consortium, and to HP. Most importantly, the Project Leader will be responsible for working with the Director of the consortium’s lead organization to ensure that the consortium has clear objectives and plans for meeting its goals;
- Provide the proper IT infrastructure and support to ensure program success;
- Actively communicate project status (see “Reporting Progress and Impact” below);
- Secure “model releases” (written permission) from people appearing in videos and photos that are produced about the project;
- Participate in the HP Innovations in Education Worldwide Summit in February 2011, which includes an informal presentation poster session;
- Abide by the HP Terms and Conditions that were accepted during the application process. Please reference the terms and conditions of gift that were sent to you during the application process;
- Comply with all HP requests or requirements communicated to the member organization during the commitment period.



Reporting Progress and Impact

The overall goal of the HP Catalyst Initiative is to demonstrate what the future of STEM+ learning can look like, providing a foundation for systemic educational practice and informing education policies. The overall initiative will seek to address Guiding Questions such as:

- What are the critical characteristics of a technology-supported assessment that can promote high quality, effective STEM+ learning experiences?
- What role does global collaboration play in furthering the mission of STEM+ education institutions and the success of students? This includes institutional collaboration, instructional collaboration, and student collaboration
- What role does and will technology play in enabling 21st century STEM+ learning? Given that technology alone is rarely the only success factor, what are the other critical factors that must be combined in order to positively change the “education equation”?
- What are the contextual and institutional factors that can enable the implementation of technology-supported assessments of STEM+ learning?

The reporting will be a collaborative endeavour shared by all the organizations participating in the HP Catalyst Initiative – member organizations, lead (“hub”) institutions, our Executive Advisors, and HP. Progress and impact will be communicated through a variety of means:

Each member organization will:

- Create a public webpage that describes their project site and its role within the consortium, including a brief video that explains the context and impact of the project; and publish the video on a publicly available website (e.g., YouTube, Vimeo, TeacherTube, etc.)
- Provide HP and the consortium’s lead organization with project reports annually and project updates quarterly for two years. The first report will be due in September 2011. Data requested by will include:
 - The number of students impacted
 - The context of the project (grade levels of students; formal/informal setting; which STEM+ disciplines were involved...)
 - The extent to which the project has impacted student learning and teaching, with a description of the evidence collected (quantitative and qualitative direct measures, with data that contrasts these results with control/comparison groups)
 - Findings related to the consortium’s specific research questions
 - Unexpected outcomes and other comments
 - Qualitative feedback from project participants including faculty, administrators, and students impacted by the work of the project



- Contribute to the consortium's overall report and the HP Catalyst Initiative monograph on "Re-imagining STEM+ Learning"

Each consortium will:

- Create a public webpage that describes the work of the consortium with links to individual member webpages
- Provide HP and HP Catalyst Initiative Executive Advisors with project reports annually and project updates quarterly for two years.
- Contribute to the overall HP Catalyst Initiative monograph on "Re-imagining STEM+ Learning"

The HP Catalyst Initiative network will collaborate in creating:

- A public web-community that describes the work of the HP Catalyst network with links to consortia webpages
- A monograph on "Re-imagining STEM+ Learning" that will be available as both a printed document, a download-able document, and dynamic, interactive content/discussions within an online professional community

Key Dates and Milestones

JUNE 2010:

- Applicant workshops conducted (virtual, online Q&A)
- 30th – Deadline for potential member organizations to register their "Intent to Apply"

AUGUST 2010:

- 9th – Applications due (5pm Pacific Time)
- Applications reviewed

SEPTEMBER 2010:

- 3rd – Recipients Announced (all applicants will be contacted via email; recipients will be posted online at www.hp.com/go/hpcatalyst)
- Formal consortium launch meetings begin
- Equipment ordered

OCTOBER 2010:

- First cash disbursement via ISTE.org

FEBRUARY 2011:

- (tentative date) 2011 HP Innovation in Education Worldwide Summit

**SEPTEMBER 2011:**

- Year one project update report due from the consortium overall and from each member organization. Reports include public webpages, data collected to date, and videos.
- Final cash disbursement via ISTE.org
- Global Network of HP Catalyst Initiative consortia publish draft blueprint for “re-imagining STEM+ education”, which will include a highlights to-date from consortia projects and a draft “call to action” for education policy stakeholders

FEBRUARY 2012:

- (tentative date) 2012 HP Innovation in Education Worldwide Summit

SEPTEMBER 2012:

- Year two project update report due from the consortium overall and from each member organization. Reports include public webpages, data collected to date, and videos.
- Global Network of HP Catalyst consortia publish final blueprint for “re-imagining STEM+ education” which will include a highlights and evidence from consortia projects, and a “call to action” recommendation for education policy stakeholders



How to apply

- STEP 1) Go to www.hp.com/go/hpcatalyst to register your intent to apply. Once registered, you will be provided with information about additional important information, including:
- the HP Terms and Conditions of Grant (specific to the applicant's country)
 - a spreadsheet "catalog" that describes the HP equipment that is available through this grant program
 - the Member Proposal Questions (below) in a MS Word file, which you can then use as a template for your final proposal
 - the website URL for submitting all the required documents
- STEP 2) Identify your project team and collaboratively develop answers to the Member Proposal Questions below. Proposals must provide answers, in English, in an electronic document (MS Word or Adobe Acrobat PDF) that will be uploaded into a web-based system.
- STEP 3) Create an equipment budget spreadsheet, using the HP Catalyst grant equipment "catalog" (spreadsheet); indicate the quantities of which products you will need to fulfill the goals of your proposal.
- STEP 4) The HP Terms and Conditions of Grant must be signed by the appropriate authority representing your institution. The terms and conditions vary by eligible country, and may not be modified.
- STEP 5) Login to the online application website; the URL for the application website will be provided to institutions that register their Intent to Apply
- copy and paste answers to the questions **colored in orange** from your proposal into the online application system to facilitate reviews
 - upload your full proposal file (MS Word document or PDF)
 - upload your grant equipment budget, using the HP Catalyst grant equipment "catalog" spreadsheet
 - upload your signed HP Terms and Conditions

The deadline for completing your proposal submission is 9 August 2010, 5pm Pacific Time

HP Catalyst Initiative – Member Proposal Questions

Proposal overview

1. **HP reference** – If an HP employee invited your organization to submit a proposal, please indicate that employee's name and email address
2. **Catalyst initiative** - Indicate which consortium your institution would like to join; if your institution would like to apply to be in more than one consortium, you must submit a separate application for each consortium you are applying to.
3. **Project name** - A brief title for your project. If this proposal is linked to another proposal from a different organization, please use the same project name on all "joined" proposals
4. **Project executive summary** (200 words maximum) - Provide a high-level overview of your project in an executive summary.



5. **Number of students impacted** – In the initial two years of your proposed project, approximately how many students will be participating in the proposed project?
6. **Number of marginalized students impacted** – In the initial two years of your proposed project, approximately how many of the participating students are considered low-income, under-represented, and/or marginalized?
7. **Description of Students Impacted** - Please provide any additional information that will help us characterize the students who will be impacted by your project

Innovation details

Each project site is, in essence, a “sandbox” of innovation, exploring how technology can enable new approaches to STEM+ learning. In this section, please describe research questions and innovations your institution will be exploring, in collaboration with the other members of the consortium.

8. What “big ideas” or “research questions” will your team explore? Include in your description the specific STEM+ education challenges your team would like to overcome, and the innovations you plan to develop and/or pilot.
9. How will the technology provided through this grant be used to support these innovations and fundamentally improve the learning experiences of students? What other technology will be incorporated in the innovation work, if applicable? Your response to this question should complement the “Equipment Budget Spreadsheet” that you are also uploading.
10. How are you going to measure the results of this project? (500 word maximum) Describe the outcomes you intend to monitor that support the academic learning & teaching challenges mentioned earlier. Helpful resources on measurement and evaluation are available at <http://www.iste.org/research/planning>.
11. Provide a timeline for project completion with periodic milestones and celebration dates identified. (200 words maximum) The project timeline should commence when the technology is delivered and continue for 24 months. HP requests that each project team report results annually for two years, though we hope to stay in touch for years to come.

Project team

Each institution in a consortium is a “project site” with an identified project team involving students, instructors, and education leaders. The team should include educators who are responsible for the design, implementation, and measurement of the outcomes of the student learning experiences. The team must also include an IT director responsible for supporting the technology needs of the project team. While a team may be more extensive, we only need the contact information for the participating faculty and administrators who will be funded by this grant.

12. Describe why your institution and your project team are uniquely qualified to contribute to this consortium. Include any existing STEM+ related projects that are already underway, participation in STEM+ professional communities, consortia, and/or global networks that would enhance your project team’s participation in this consortium.
13. **Team leader** - Please select one person to be the primary contact for communications from HP. This person can be a faculty member or administrator, and must have direct email access to all participants. For this individual, please provide the following contact details: Full Name, title, address, phone, fax, e-mail.
14. **Lead administrator** – For tertiary institutions, this is the Dean/Rector responsible for the degree program; for secondary institutions, this would be an administrator for the school system; for NGO’s or non-profits, this would be an Executive Director or equivalent. Please provide the following contact details for the Lead Administrator: Full Name, title, address, phone, fax, e-mail.
15. **Lead IT administrator** - For the participating IT director responsible for supporting the technology needs of the program’s students and faculty, please provide the following contact details: Full Name, title, address, phone, fax, e-mail.



16. **Other project participants** - Describe the additional team members (not already listed above) who will be active participants in the proposed project. Include each person's name, title, email address, and the role they will play on the project team.

Administrative support and approval

17. **Approving administrator** – Please provide contact information for the “executive” or administrator from your institution who is authorized to approve the acceptance of an HP Catalyst Initiative grant, should your proposal be selected (this can be the same as the “Lead Administrator”) - Name, title, address, phone, fax, e-mail.
18. **Statement of support from key administrator(s)**. Initial and ongoing project success depends on the active support and involvement of district leaders. Please indicate what type of support (financial or otherwise), leadership and involvement will be provided by the administrator(s). Indicate what campus funding, services, or matching resources will be committed to this project, should it be selected; also indicate what support will be provided to ensure the long-term success of the project, beyond the two year grant period.
19. **Assurance of eligibility** – Does your institution meet the eligibility requirements stated in this RFP?
20. **Assurance of commitment** – Is your institution prepared to fulfill the grant recipient commitments described in this RFP?
21. **Approval of HP terms and conditions** - Do you, as an authorized administrator, approve the HP terms and conditions? Please download a copy of the HP terms and conditions of gift appropriate for the country in which your institution is located or headquartered. Sign, scan and upload a copy of this document along with a copy of the proposal.
22. **Approval of HP Privacy Policy** - Please confirm that you understand HP's privacy policies (<http://welcome.hp.com/country/us/en/privacy/masterpolicy.html>), and agree that the information your institution has provided may be used by HP to send you information related to this grant application and other HP Social Innovation related programs.
23. **Special Offers** (Yes/No) – Would you like to receive information from HP and our Partners about free or discounted products, services, or events for educators? If you check “yes”, we will only share the email of the primary contact indicated in your proposal.

Institution information

24. **Institution legal name** – Official school district name, mailing address, phone, fax
25. **Institution mission statement** - Describe the mission of the institution
26. **Students served** - Please enter the total number of students served by your institution
27. **Student Ethnicity** (US Only) - Indicate the percentage of students at your school by ethnicity (percentages must total 100%). Categories are African American, Asian/Pacific Islander, Caucasian/White, Hispanic, Native American, Other.
28. **Institution tax ID number** - Tax number appropriate for your country. (For example, in the U.S. this is a 9-digit number formatted XX-XXXXXXX)
29. **Tax exempt?** ☐ Yes ☐ No If tax exempt, HP may request additional documentation
30. **Shipping instructions** - Shipping contact's name, phone, fax, e-mail, shipping address for equipment delivery. (A physical address, capable of receiving multiple pallets of equipment, is required; no P.O. boxes please! All equipment will be delivered to one drop-point; redistribution of equipment is the responsibility of the recipient institution)