MDHE Improving Teacher Quality Grants

REQUEST FOR PROPOSALS (RFP)

Cycle-4 Competitive Grants Competition

PROPOSAL SUBMISSION DEADLINE:

All proposals must ARRIVE at the MDHE by 4 p.m. on, Friday, December 9, 2005.

Contact:
Ms. Laura L. Vedenhaupt
Missouri Department of Higher Education (MDHE)
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Jefferson City, MO 65109-5717
(573) 522-1309
Laura.Vedenhaupt@dhe.mo.gov

Dear Colleagues:

The Missouri Department of Higher Education (MDHE) is pleased to issue the RFP for Cycle-4 of the MDHE *Improving Teacher Quality Grants* program. This program invites K-12/higher education partnerships dedicated to professional development for K-12 teachers in core academic subjects and is funded through the U.S. Department of Education (USDE) Title II, Part A of the *No Child Left Behind Act of 2001*. Cycle-4 proposals target grades four to eight (4-8) and math and/or science content.

Approximately $1.2 million dollars will be distributed to eligible partnerships that show the most promise to positively affect:

- Student achievement in targeted math and/or science content areas,
- Teachers' content knowledge,
- Teachers' instructional practices in inquiry-based instruction,
- Teachers' use of student-learning assessment methods to improve instruction, and
- The preparation of pre-service teachers at partner institutions of higher education.

To be eligible for these funds, partnerships must include:

- A division of higher education that prepares teachers and school principals,
- A higher education school or department of arts and sciences, and
- At least one high-need school district. (Appendix C)

Successful proposals will demonstrate that genuine collaboration is the foundation for both the development and proposed implementation of the project. Single- and multiple-year (up to three years) proposals are encouraged. In addition, the following components are also encouraged:

- Participation of two-year institutions,
- Advance commitments from school districts for teacher participation in the project,
- Benefits to underrepresented and underserved students,
- Prominent roles for both higher education and K-12 project personnel, and
- Adherence to RFP instructions.

Workshops will be held around the state to assist potential grant applicants. These workshops will provide a public venue to explore potential partnerships. In addition, attendees will have an opportunity to receive technical assistance concerning the Cycle-4 RFP. All interested applicants are encouraged to attend at least one of the following workshops:

Date	**Technical Assistance Workshops**
Register for the grant Technical Assistance Workshop of your choice by contacting Laura Vedenhaupt at (573) 522-1309.	
October 20, 2005 1:00 - 4:00 p.m.	Jefferson City, MDHE Office Building Large Annex Conference Room
October 26, 2005 1:00 - 4:00 p.m.	St. Louis, Harris-Stowe State University Southwestern Bell Library and Technology Center

	(Seminar Room)
November 1, 2005 1:00 – 4:00 p.m.	Warrensburg, Central Missouri State University Ed Elliott Union - 238
November 8, 2005 9:00 a.m. - 12:00 p.m.	Poplar Bluff, Three Rivers Community College Administration Building – A202
November 17, 2005 1:00 – 4:00 p.m.	Canton, Culver-Stockton College
November 22, 2005 9:00 a.m. – 12:00 p.m.	Springfield, Missouri State University

The deadline for proposals to arrive at the MDHE is 4 p.m. on Friday, December 9, 2005. Awards will be announced around February 15, 2006. For additional information about the Cycle-4 *Improving Teacher Quality Grant* program, contact Laura Vedenhaupt at (573) 522-1309 or via email at Laura.Vedenhaupt@dhe.mo.gov.

The state's economic future and the quality of life for its citizens are inherently linked to a strong PreK-16 partnership that results in increased preparation for all post-secondary options, successful participation in college, and performance excellence of all educational institutions. Effective professional development that is designed collaboratively is an important strategy for achieving these essential state goals. The MDHE encourages Missouri's educational leaders to build upon your passion and commitment to design high quality proposals that will generate systemic change and benefit students, high-need school districts, and higher education institutions.

Sincerely,

Robert B. Stein
Associate Commissioner

INTRODUCTION

No Child Left Behind, Title II, Part A

The Title II, Part A *Improving Teacher Quality Grant* program operates under the federal legislation known as the *No Child Left Behind (NCLB) Act of 2001* and represents the largest federal initiative that supports professional development projects for teachers and principals. The purpose of the *Improving Teacher Quality Grant* program is to increase the academic achievement of students by helping schools and districts improve K-12 teacher and principal quality and helping to ensure that all K-12 teachers are ***highly qualified***[1]. Through this legislation, state and local educational agencies (LEA) and state agencies for higher education (SAHE) receive funds on a formula basis.

The majority of this federal funding for Missouri is allocated to the Missouri Department of Elementary and Secondary Education (DESE); however, the Missouri Department of Higher Education (MDHE) receives approximately $1.2 million of these federal funds to administer a competitive grants program for K-12 teacher and administrator professional development (PD) projects designed to benefit students and members of partnerships, including high-need school districts and higher education institutions. For Cycle-4, approximately $500,000 will be available for new projects after setting aside funds for the continuation of projects that have shown evidence of significant progress in achieving the agreed-upon state objectives.

Missouri Priorities

In keeping with Missouri's consolidated state plan for the use of federal education funds, the MDHE, in consultation with DESE and the U.S. Department of Education (USDE), has made a strategic decision to use Missouri's Cycle-4 *Improving Teacher Quality Grant* funds to improve math and/or science achievement in Missouri's high-need school districts, targeting grade levels four to eight (4-8). Individual proposals may focus on one grade level or multiple grade levels within this grade span. PD projects that integrate math and/or science with other ***core academic subjects*** such as reading or communication arts are strongly encouraged.

Several factors were considered in identifying math and/or science content areas and focusing on grade levels four to eight (4-8) for Cycle-4. First, targeting grade levels four to eight (4-8) focuses on those years when Missouri students experience the most significant drop in both math and science performance as evidenced by scores on the Missouri Assessment Program (MAP). The sequential nature of math and science concepts suggests that early intervention in grades four to eight (4-8) should have positive consequences at secondary and postsecondary levels. Second, industries targeted for economic growth, including advanced manufacturing, information technology, and the life sciences, require a workforce that has at least a minimal level of math and science knowledge. Finally, an increased number of entry-level jobs, regardless of occupational classification, require stronger foundations in these two academic disciplines.

[1] Bolded, italicized terms are defined in Appendix A.

The MDHE expects to achieve the following measurable outcomes through the Cycle-4 professional development projects that are funded:

- Improvement in student achievement in math and/or science content areas,
- Positive changes in teachers' content knowledge,
- Improvement in teachers' instructional knowledge and practices in the utilization of inquiry-based instruction,
- Enhancement of participants' use of assessment data to monitor the effectiveness of their instruction, and
- Impact on the preparation of pre-service teachers at the partner institution(s) of higher education.

Multi-year Projects

The Cycle-4 RFP also provides an opportunity for multi-year[2] proposals, involving collaborations among multiple partners and/or spanning wide geographic areas. Multi-year projects are expected to provide a coordinated plan of activities for participants that would attribute superior outcomes that justify longer project periods. If awarded, multi-year projects may go beyond grade eight (8) for the second and third years, depending on the target grade during the first year of funding. The continuation of multi-year awards depends on the:

- availability of funding,
- the projects' acceptable performance in relationship to the completion of proposed activities,
- extent of progress toward achieving state and project objectives, and
- compliance with grant administration regulations.

Use of Funds

Awarded funds may be used for project personnel and instructional costs, participant stipends and materials, in-state travel expenses, external evaluator's fee, and other expenses related to the project. Funds for equipment will not be covered except in unusual circumstances. No single partner may benefit more than 50% of the grant award. No individual may receive more than 1% of the total grant request if that individual is participating in more than one grant. Matching funds are expected to equal at least 20% of the total budget request.

PROPOSAL NARRATIVE[3]
(EXPLANATION AND INSTRUCTIONS)

Primary Project Partners

The authorizing federal legislation requires that professional development projects funded through the grant include ***eligible partnerships***. Applicants must ensure that the narrative identifies the following three (3) statutory partners:

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[2] Up to three years.

[3] In addition to including a narrative that addresses the required components in this section, applicants are expected to follow the Proposal Format and Requirements as outlined in Appendix B.

- A division or department that prepares teachers and school principals at an institution of higher education (IHE), public or independent, with DESE-approved teacher education programs,
- A school or department of arts and sciences at a public or independent IHE, and
- At least one ***high-need*** local educational agency or ***school district***. (See Appendix C for a list of eligible high-need school districts.)

In addition, an institution of higher education must be designated as the lead proposal applicant and fiscal agent. A community college may be one of the statutorily required principal partners only if the community college has a DESE-approved program that prepares teachers and/or principals. A list of community colleges with DESE-approved teacher education programs is available at http://www.dese.mo.gov/divteachqual/teached/directory/jrcollege_drcty05.pdf.

If the lead institution is a community college, another IHE that is a four-year public or private institution must be a partner. In all cases, a community college may be an additional, non-principal member of any partnership.

Additional Partners

The proposed project partnership may also include any or all of the following:

- Additional school district(s) (LEA)
- Additional elementary and/or middle school(s)
- Additional school(s) of arts and sciences and/or the division(s) that prepares teachers and principals within a higher education institution(s)
- Public charter school(s)
- Two-year (community) college(s)
- Private school(s)
- Educational service agency(ies)
- Nonprofit educational organization(s)
- Nonprofit cultural organization(s)
- Teacher organization(s)
- Principal organization(s)
- Business(es)

Partnership Commitments

Cycle-4 *Improving Teacher Quality Grant* projects are expected to demonstrate (a) that the needs of the high-need school district(s) are identified and addressed by the proposed project, (b) that there is genuine collaboration between higher education and K-12 representatives in the planning, design, and implementation of the proposed projects, and (c) that project content and methods are aligned with school district/building curriculum and classroom materials. More specifically, proposal narratives should:

- specify how the needs of at least one high-need school district informed the project's design,

- describe the involvement of all partners in the development of the proposed project,
- outline the specific commitments made by each partner,
- identify collaborative roles and responsibilities for each partner during the project's implementation, and
- explain how the project ensures that its content and methods will inform the use of participants' curriculum and classroom materials.

Applicants are encouraged to secure firm commitments for teacher participation from high-need school districts. These commitments should be identified and described within the narrative. All proposals must include the following forms from Appendix F that provide additional details and evidence of collaborative relationships:

- Collaborative Planning Document
- Form 4 - Joint Effort Document
- Form 5 - Letter(s) of Commitment from K-12 Partner(s)
- Form 6 - Letter(s) of Commitment from Higher Education Partner(s)

Project Participants

Teachers in grades four to eight (4-8) in high-need school districts with current math and/or science assignments or those with an interest in specializing to teach math and/or science are the primary participants for projects funded by the Cycle-4 *Improving Teacher Quality Grants.* Projects may include administrators, pre-service teachers, and paraprofessionals as well as teachers from non-partner schools. Participants from high-need school districts, however, should account for at least 50% of the total number of participants in the project. Additionally, funded projects must provide opportunities for teachers from private schools to participate.

Pre-service teachers and paraprofessionals may also be included as participants when the following respective conditions exist:

- Institutions with teacher preparation programs may use *Improving Teacher Quality Grant* funds for pre-service teacher training only if projects involve school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty.
- Paraprofessionals may be included as project participants if there is a mechanism to enable them to work with teachers in high-need school districts that receive *Improving Teacher Quality Grant* funds to obtain the education necessary for the paraprofessionals to become certified and licensed teachers.

Recognizing that administrators can be the key element in the success of implementing project objectives in the school, participation by administrators should be deliberately pursued. Principals who are knowledgeable about science and math contents, state standards, and approaches to teaching science and math are more

likely to provide leadership and commitment to ensure high quality instruction and learning of science and math sequences. Projects are permitted to offer an incentive for meaningful administrator participation. An amount up to $500 may be included in the budget that will be used as an award to the administrator's school for follow-up activities that support the project and/or purchase of materials that will be used in the school to implement modules derived from the project.

Because of the learning potential inherent in "communities of practice," individual teachers in groups from the same school building are likely to provide to one another much needed immediate and frequent professional support, and thus bring about needed, lasting change in the educational process. In other words, a change in a school's pedagogical culture would likely happen when more participants from the same school can effect the change. Therefore, attempts should be made to attain a critical mass representation of teachers from any one school building. This critical mass should be at least 50% of the appropriate number of teachers in block grades (e.g. 4/5, 5/6, 6/7 and/or 7/8 from the same school) or 50% of the math and/or science specialists in the same building.

Proposals should clearly state the expected total number of participants from each high-need school partner. Proposals should not only identify the proposed project's targeted participants but should also estimate their probability of participation and explain why these participants were selected. Depending upon the project design and budget, the number of participants will vary. However, in all cases, projects should include no fewer than 20 teacher participants. With appropriate personnel and project design, proposals may target larger numbers of participants.

Project Design and Objectives

Proposal narratives should describe the project's design in detail and emphasize how the project will achieve all of the following Missouri objectives:

Objective 1: To improve student achievement in math and/or science content areas,

Objective 2: To increase teachers' knowledge and understanding of key concepts in ***targeted math and/or science content areas*** as aligned with each project's content focus,

Objective 3: To improve teachers' pedagogical knowledge and practices that utilize ***scientifically-based research*** findings and best practices in inquiry-based instruction,

Objective 4: To enhance participants' use of assessment data to monitor the effectiveness of their instruction, and

Objective 5: To demonstrate a measurable impact on the preparation of pre-service teachers through improvements in math and/or science content and/or pedagogy courses.

Additional objectives for the project should be clearly stated in the narrative and should identify measurable outcomes. Outcomes related to the five state objectives will be evaluated through collaboration with an external evaluation team.

Further, the project design should be developed around the concerns related to the math and/or science instructional areas of the high-need school district(s) included in the partnership. In particular, the project design should be directly linked to the district/building improvement plans, the Missouri math and/or science Show-Me Standards and, when available, Grade-Level Expectations (GLE). The project design should also inform participants about how to align project content and pedagogical methods with district/building curriculum and classroom materials.

The project design should incorporate activities that utilize scientifically-based research on instructional strategies and best practices for professional development and for K-12 education. Project directors and/or instructors are expected to model research-based instructional strategies and best practices in the classroom(s) of the high-need school district(s). Finally, the project design should appropriately integrate instructional technology. **In complementing the use of technology, designing online PD projects may be piloted in this cycle.**

Project Activities/ Structure

Proposal narratives should clearly indicate the desired duration of the proposed Cycle-4 project and the expected accomplishments each year. **Multi-year projects are expected to show specific value-added for the longer duration in achieving the objectives of the project.** The MDHE reserves the right to negotiate modifications in project duration and/or content during the award process.

For each year, proposals should describe the estimated dates or timelines for all proposed project activities and expected progress toward achieving the state's five objectives and any additional project objectives. The anticipated periods of Cycle-4 awarded projects are indicated below.

	One-Year Award	**Two-Year Award**	**Three-Year Award**
Total Period for Project Activities	February, 2006 – June 30, 2007	February, 2006 – June 30, 2008	February, 2006 – June 30, 2009

Proposal narratives should:

- describe the needs assessment process and baseline data used to determine the design and structure of the project,
- discuss how teachers and other participants will be actively engaged over the life of the project and the potential for the project's sustainability beyond the end date of the grant,
- describe the estimated number of total contact hours, including any follow-up sessions, and explain why the estimated number of contact hours is sufficient for learning, practice, and follow-up,
- identify the anticipated location of project activities and estimate the number of anticipated participants, and
- identify the geographic area(s) within the state that projects are designed to serve.

Proposal narratives should also estimate the number of students directly impacted by teacher participants (e.g. enrolled in classrooms, tutored, involved in student organizations, and/or other activities).

Proposal applicants are encouraged to provide a specific plan for serving ***underrepresented and underserved students***.

Information Dissemination Process

Proposal narratives should:

- describe how participants will be given the opportunity to reflect on their new practices and to give other K-12 teachers and administrators within the partner district(s) feedback on how participation in this professional development activity/experience affected their teaching practices and student learning,
- explain how the project results that are useful to other K-12 teachers, school administrators, and higher education institutions will be made available on a statewide basis, and
- identify what strategies will be used to communicate project results to the education and math/science departments or divisions in the partnership's higher education institution(s), and explain the mechanism(s) that will be used to determine if courses/programs at the higher education institutions should be targeted for change.

Project activities and modules may be made public through website postings. Project directors are encouraged to share useful information from their projects at meetings of one of Missouri's math and/or science teachers' professional organizations, teacher education organizations, or other professional organizations. Although the MDHE *Improving Teacher Quality Grants* will not support out-of-state travel for dissemination purposes, project personnel and others are encouraged to locate other funds to support trips to national meetings for dissemination.

Alignment with External Evaluation Process

The MDHE is committed to demonstrating both short- and long-term effects that result from the expenditure of federal funds in support of the MDHE *Improving Teacher Quality Grants* program. In this context, external evaluation of the Cycle-4 projects' effects on students, teacher participants, and higher education programs will occur during the life of the grant and will continue beyond the end date of the funded projects.

PROJECT EVALUATION

External Evaluation

The utilization of an ***external evaluator*** will provide useful data and information about each project and the collective impact of all projects. The financial commitments and payment schedule for the external evaluation team will be established with project directors receiving awards. A competitive process run by the Office of Administration's Division of Purchasing and Materials Management was used to identify the common external evaluator. The MDHE on behalf of all project directors awarded the Cycle-4 external evaluation contract to the team led by Dr. Sandra Abell, Director of the Southwestern Bell Science Education Center.

External Evaluator Responsibilities

The following table outlines the state's five objectives and anticipated evaluation methods that will be used by the external evaluation team and the project directors:

	Missouri Objectives for All Projects	**Anticipated Method(s) of Data Collection and Evaluation**
Objective 1	Improve student achievement in the targeted math and/or science content areas.	• Teacher developed and administered pre/post-tests of targeted content • MAP scores (gain in scores for targeted content) or other standardized tests
Objective 2	Increase teachers' knowledge and understanding of key concepts in the targeted math and/or science content areas.	• Project developed and administered pre/posts-tests of targeted content • Teacher Evaluation Survey items
Objective 3	Improve teachers' knowledge and practices in inquiry-based instruction.	• Principles of Practice survey • Teaching Philosophy instrument • Teacher Instructional Log • Project administered observations
Objective 4	Enhance participants' use of assessment data to monitor the effectiveness of their instruction.	• Teacher Evaluation Survey items • Teacher Instructional Log
Objective 5	Impact the preparation of pre-service teachers through improvements in math and/or science content and/or pedagogy courses.	Higher Education Impact Survey
Additional Project Objectives	Determined by project directors.	Determined and implemented by project directors. The external evaluation team will be available for consultation.

Specifically, the external evaluation team will perform the following tasks:

- Assemble a team of experts who will work with project directors;
- Conduct a training workshop for Cycle-4 project directors in order to disseminate information about the evaluation plan and to ensure uniformity in data collection strategies and evaluation techniques among all Cycle-4 projects;
- Assign a member of the evaluation team to work closely with each Cycle-4 project, to understand fully the objectives of the project, to explore the potential for any redesign, and to ensure the efficiency, accuracy, uniformity, and quality of data collected from each assigned Cycle-4 project;
- Ensure ongoing systematic ***formative evaluations*** and develop ***summative evaluations*** for funded projects;
- Communicate the data collection methods and instruments that will be utilized throughout the life of all Cycle-4 grant projects including renewed projects (multi-year) from previous cycles;
- Determine what information will be collected and analyzed regarding participants from partner school district(s)/building(s);
- Implement the evaluation plan and measure the outcomes related to the five state objectives and any additional objectives for individual projects and for all projects combined; and
- Submit a report to the MDHE by October 31st, 2007, and October 31st of subsequent years of multi-year projects.

Project Directors' Evaluation Responsibilities

Project directors are expected to complete the following tasks:

- Collect signed participant consent forms;
- Secure assurances that the external evaluation team will have access to confidential data from both the K-12 and higher education partners for reporting and evaluation purposes;
- Guarantee the confidentiality of data;
- Report the information for every participant one week prior to the beginning of project activities and as needed to make additions or corrections;
- Collect and submit teacher and student pre- and post-test scores and/or summarized results related to the math/science content of the individual project; and

Submit a signed Form 5 and/or Form 6 - Letter of Commitment for all K-12 and higher education partners (Appendix F). For each participating school district or school, the letter confirms that the evaluation team will have access to teacher data, classroom-level student demographic and achievement data, and other relevant information. For higher education, similar statements are included to ensure access to information about program structure and processes.

Narrative Discussion Components

With regard to evaluation issues, proposal narratives should:

- Discuss how the project will meet minimal external evaluation obligations;
- Specify how, when, and by whom the content pre- and post-tests (specific to individual projects) will be administered to participants and students;
- Describe how the project will provide evidence of improvement of teacher participants' practices of scientifically-based research on pedagogical strategies such as inquiry-based instruction;
- Describe how the project will instruct teacher participants on how to use assessment data to monitor the effectiveness of their instruction;
- Discuss school district(s)/building(s) commitments to conduct math and/or science standardized testing or other math/science student assessments;
- Indicate how the project's impact on math and/or science content delivery or pedagogy at the partnership's higher education institutions might be measured; and
- Describe the value-added for multi-year projects.

Forms Related to Evaluation

The following forms (found in Appendix F) related to project evaluation should be included as appendices to all proposals:

- Form 5 - Letter of Commitment for K-12 Partner(s)
- Form 6 - Letter of Commitment for Higher Education Partner(s)

PROPOSAL DEADLINE AND SUBMISSION PROCESS

Deadline Date

Proposals are to **arrive** at the MDHE on Friday, **December 9, 2005, by 4 p.m**.

Proposal Submission Instructions

Please adhere to the following instructions when submitting your proposal:

- Submit items in the order outlined in Appendix B
- Limit to twelve double-spaced pages, including references and citations:
  - Use a font equivalent to 12-point Times New Roman
  - Use 1-inch margins on standard 8 ½ x 11-inch paper
  - Paginate beginning with the cover page
  - **Do not** discuss national needs in math and science education as reviewers will have extensive perspectives of national issues

- Provide six (6) hard copies of the proposal by **Friday, December 9, 2005.** One (1) hard copy should be unbound and unstapled. Mail hard copies to:

Ms. Laura L. Vedenhaupt, Research Associate
Missouri Department of Higher Education
3515 Amazonas Drive
Jefferson City, MO 65109-5717

- Provide an electronic copy of the proposal in Microsoft Word in the form of one (1) attached file to Laura.Vedenhaupt@dhe.mo.gov or as a CD that is shipped with the hard copies.

Late Proposals Proposals that are late or incomplete, that involve activities outside of program guidelines or the appropriate time frame, or that do not include the required partners will NOT be reviewed.

REVIEW OF PROPOSALS

Review Process A panel of qualified representatives with expertise in math and/or science will review and rate proposals and make recommendations for funding to the MDHE, which will have final authority on funding decisions for both one-year and multi-year projects. The review panel will undergo training to ensure consistency with the following rubric that includes points for standard criteria as well as bonus points for desirable characteristics promoted by the MDHE.

Proposal Review Rubric

Collaboration (40 points maximum)

- Evidence that the needs of at least one high-need school district serves as the primary driver for the proposed project
- Evidence of full involvement from both higher education and K-12 in the design and implementation of the proposed project
- Evidence of alignment between school district/building curriculum and classroom materials AND project content and methods
- Evidence of a commitment to collaborate in fulfilling data collection requirements

Project Design (40 points maximum)

- Project activities are clearly stated and explained in detail
- Project activities are linked to state and project objectives
- Responsibilities of qualified personnel are clearly delineated
- Project design is consistent with characteristics of effective professional development as described in Appendix D
- Expected project outcomes reinforce state and project objectives
- Proposed content is aligned with state curriculum frameworks in math and/or science, Missouri's Show-Me Standards, and, when available, GLE
- Timeline is realistic, complete, and consistent with project objectives
- Personnel expertise and contribution are linked to the project's success
- Project design is consistent with expectations regarding external evaluation, including identification and commitment to administer student assessments in math and/or science (such as standardized tests) at the local level to students in the grade levels targeted in the project design
- Project commitments to meet the external evaluation requirements and cooperate with the external evaluation team are evident

Project Justification (10 points maximum)

- Project is based on scientific research about teaching and learning
- Sound evidence is provided to substantiate the importance of the project
- Mechanisms are identified for sustaining improvement efforts beyond the end date of the grant
- Realistic and significant commitments are identified for dissemination of lessons learned at local, regional, and state levels
- If proposing a multi-year project, value-added attributable to longer project duration is clearly described

Budget and Cost Effectiveness (10 points maximum)

- Proposed budget is cost effective for the number of participants impacted, the number of students impacted, and the geographic area(s) served
- Clear explanation of the justification for expenditures
- Adheres to budget justification guidelines

Bonus Points (10 points maximum)

Proposals may earn additional points for the following:

- Participation and involvement of one or more two-year institutions in project design and implementation
- Firm commitment(s) from school district(s)/building(s) for teacher participation
- Extent to which underrepresented and underserved students will benefit from the proposed project
- Design features that identify prominent roles for both higher education and K-12 project personnel
- Recruitment of critical mass or team of teachers from one school for increased impact on the instructional culture of the school
- Adherence to RFP instructions during the proposal submission process

In addition, each reviewer will provide an overall qualitative rating regarding the proposed project's significance and clarity using the following typology: high, above average, average, and low.

Announcement of Awards

Awards will be announced on or about February 15, 2006, and are subject to the availability of federal funds. The MDHE will only make awards to projects that meet minimum quality standards. Any unused budgeted funds will be carried forward to the next cycle of the *Improving Teacher Quality Grants* program. Decisions regarding the relative merit of competing proposals are considered final in accord with 42 C.F.R. 52h.8. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to

the MDHE grant coordinator within 10 working days of the announcement of awards. Further information concerning the grievance process is available from the MDHE office. (See RFP cover page for contact information.)

GRANT ADMINISTRATION AND REGULATIONS

Contracts

Every lead institution within a partnership receiving funds from the MDHE *Improving Teacher Quality Grants* program is **required to sign a contract**. This contract obligates the project directors and their institutions or partnerships to follow program administration regulations. In all future competitions, proposals may be screened out prior to the review process if the applicants who previously received funds from this program failed to follow the administrative regulations of the program in an effective manner.

Deadlines for Funded Projects

The following table lists the deadlines for reports, completion of grant activities requiring funds, and final reimbursement requests for one-year projects. Multi-year projects will also be expected to comply with these deadlines during the first year of the award. Based on the availability of funds and project performance, project directors receiving a two- or three-year award will be expected to follow similar deadlines for reports, activities, and reimbursement requests for the second (2007-2008) and third (2008-2009) years of the project.

Date	Event
October 15, 2006	Cycle-4 Year 1 progress reports are due at the MDHE
June 30, 2007	Cycle-4 Year 1 completion of all project activities requiring funds
July 31, 2007	Cycle-4 Year 1 final project report due at the MDHE
August 15, 2007	Cycle-4 Year 1 final reimbursement requests due. Requests received **after** August 15 will not be reimbursed.

Progress Reports

The progress of the PD project will factor in the renewal of multi-year awards. The progress report, which must be submitted by October 15, serves three purposes:

- Provides information beyond that contained in the external evaluator's formative evaluation. Project directors should discuss any project activities that have been completed or accomplishments that have been achieved that were not included in the external evaluator's formative report
- Discusses the project's progress toward the attainment of state and individual project objectives
- Outlines, if appropriate, any project challenges or unmet expectations

The progress report narrative should not exceed three (3) typed pages excluding attachments.

Final Reports for One-Year Projects

The Cycle-4 Year 1 final reports for one-year projects should take a narrative form and should not exceed ten (10) pages, excluding attachments. Again, the project director must submit Cycle-4 Year 1 final reports to the MDHE by **July 31, 2007**. This report must document the activities and the effectiveness of the project and should include the following items in the order in which they are listed:

1. Cover Sheet — Form is provided;
2. Abstract/Summary;
3. Table of Contents with page numbers;
4. Description of project activities completed and those activities not completed, including a discussion of any substantive modifications to the original plan and the connectivity of project activities to the Show-Me Standards, Grade-Level Expectations, and/or curriculum framework, possibly in the form of a coherent chart;
5. List of five state objectives and any additional project objectives and their outcomes (quantitative and qualitative) or the degree of success reached in achieving such objectives:
    a. Submit data on student achievement associated with and/or attributable to the project
    b. Discuss the assessment procedures used to gauge the achievement of objectives;
6. Description of the modules created from the project;
7. Dissemination of project information:
    a. Include a copy of any publication resulting from the grant
    b. Discuss any anticipated presentation(s) at future conferences;
8. Brief conclusion; and
9. Attachments:
    a. Compliance Audit Checklist (available on the MDHE website)
    b. Additional attachments such as publications resulting from the grant.

Annual Reports for Multi-Year Projects

The annual reports should follow the same instructions and components noted above for the one-year awards but must also include an item that describes the value-added attributed to the coordinated activities over longer project periods as opposed to the anticipated outcome for a one-year project. The project director must submit annual reports to the MDHE according to the following schedule:

Length of Award	Annual Report Deadlines
Two-Year Award	July 31, 2007, and July 31, 2008
Three-Year Award	July 31, 2007, July 31, 2008, and July 31, 2009

Reports must document the activities and effectiveness of the project since the beginning of the project or since the last annual report, whichever is appropriate.

Accounting and Auditing Procedures

When two or more eligible higher education institutions collaborate on a proposal, only one may be designated as the lead institution and fiscal agent for the grant. The lead institution in the partnership is responsible for:

- Administering the grant received through the MDHE *Improving Teacher Quality Grants* program, including continuation grants, through a separate account (shifting funds between different MDHE *Improving Teacher Quality Grant* cycles, including funds for multi-year projects, is not permitted);
- Assuming full responsibility for any cost overruns and expense requests not submitted in a timely fashion;
- Ensuring that auditing and accounting procedures comply with OMB Circulars A-21, A-110, A-122, A-128 and A-133, as applicable;
- Record keeping of grant disbursement that fully shows:
    - the amount of funds under the grant;
    - how the grantee uses the funds;
    - the total cost of project activities;
    - the share of the cost provided from other sources; and
    - other records to facilitate an effective audit.
- Retaining a copy of all related fiscal records for five years after the project's end date;
- Sending the MDHE a copy of the complete audit report and any findings for each fiscal year in which grant monies were expended; and
- Complying with all provisions of Form 7 - Certificate of Assurances submitted with the grant proposal.

Number of Participants and Students Impacted

The amount of the award is based in part on the projected number of participants and the number of students who will be impacted by the project. If these numbers are less than anticipated, it is expected that the portion of the grant related to participant expenditures will be reduced accordingly. If participant enrollment is less than 75 percent of the level for which the grant was awarded, the MDHE's approval is required before proceeding with project expenditures and activities.

The number of students impacted by teachers should include all students that teacher participants teach in the classroom as well as other students tutored outside of class time. For an administrator, the number of students impacted is the student population of the school or district, as appropriate.

Requesting Funds

The award contract will indicate a start date and an end date for the project. Any request for a change in start date or end date must be submitted in writing to the MDHE for approval at least two weeks in advance of any change. **Expenses incurred outside the approved project start date and end date will not be reimbursed.**

The authorized institutional officer may request (up to three times per year, not including the reimbursement for the external evaluator) the reimbursement of funds by submitting an official "Cycle-4 Reimbursement Request for MDHE *Improving Teacher Quality Grants*" form available on the MDHE website. As noted previously, the final Cycle-4 Year 1 reimbursement request must be received at the

MDHE office by August 15, 2007. The deadline for final reimbursement requests for new two-year awards will be August 15, 2008, and for new three-year awards will be August 15, 2009. **Reimbursement request forms not received at the MDHE by the final deadline appropriate to the award's duration will not be reimbursed.** Additionally, the final one third of annual project funds will not be released until the final report has been received by the MDHE.

Re-Allocating Funds in the Budget

Any changes in the personnel budget must be justified in writing and in advance to the MDHE for approval. For non-personnel expenses, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution/partnership if the sum of all re-allocated funds is less than 10% of the project's yearly non-personnel budget. However, all such changes must be tracked and documented in writing to the MDHE prior to the final funds' request for the project.

Other Program Compliance Requirements

Audit Checklist

The Compliance Audit Checklist must be submitted with the final report for one-year awards and with each annual report for multi-year awards.

Unused Materials

Unused materials and equipment purchased for the project must support partner schools. In the event that participants leave the district or the profession, the materials and equipment must remain in the partner school or district.

Changes in Grant Personnel

The MDHE must *approve* any personnel changes at the project director or co-director levels. The MDHE should be *notified* of other personnel changes.

Site Visits

During the time period covered by the award, one or more members of the external evaluation team will be visiting the project in consultation with the project director. The coordinator of the MDHE *Improving Teacher Quality Grants* program or another representative of the MDHE may also visit project sites.

Attribution

Program advertisement brochures, written materials distributed to participants, and all disseminated materials must bear the following acknowledgement (with the appropriate figures/numbers inserted):

> "Funds for this project were provided by a grant from Title II, Part A, of the *Improving Teacher Quality Grants* program administered

by the Missouri Department of Higher Education. The total costs of the project were financed with $___ (__%) in federal funds and $___ (__%) from non-governmental sources."

Copyrights and Patents

Copyrights, patents, and other proprietary interests resulting from the grant activities are governed by applicable federal regulations and local institutional policies.

RFP APPENDICES

APPENDIX A:	**Definitions of Important Terms and Acronyms**
APPENDIX B:	**Proposal Format and Requirements**
APPENDIX C:	**High-Need Missouri School Districts**
APPENDIX D:	**Characteristics of Effective Professional Development Projects**
APPENDIX E:	**Budget Instructions, Budget Summary Form, and Budget Justification**
APPENDIX F:	**Proposal Forms**

APPENDIX A

DEFINITIONS OF IMPORTANT TERMS AND ACRONYMS

Definitions of Important Terms

Core Academic Subjects: English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history, or geography.

Eligible Partnership: An affiliation of a private or public institution of higher education and the division of the institution that prepares teachers; a school of arts and sciences at a higher education institution; and a high-need school district. These partners are statutorily required.

External Evaluator: An individual or team, selected by the Missouri Department of Higher Education through a competitive process, that uses formative and summative methods of evaluation to analyze the effectiveness of all Cycle-4 MDHE *Improving Teacher Quality Grant* funded projects.

Formative Evaluation: A method of judging the effectiveness of a program while the program activities are happening in order to obtain feedback that can be used to improve the program or activities. Formative evaluation focuses on the processes by which the activities are conducted.

High-Need School District: A school district that either serves no fewer than 10,000 children from families with incomes below the poverty line or has no less than 20 percent of the children served by the district from families with incomes below the poverty line and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Highly Qualified Teacher:

1) The term "highly qualified teacher," when used with respect to any public elementary school or secondary school teacher teaching in Missouri, means
   - the teacher has obtained full state certification as a teacher (including certification obtained through alternative routes) or has passed the state teacher licensing examination and holds a license to teach in Missouri, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in Missouri's public charter school law; and
   - the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
2) When the term "highly qualified teacher" is used with respect to
   a) an elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, and
      - holds at least a bachelor's degree
      - has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, math, and other areas of the basic elementary school curriculum (which may consist of passing a state-required certification or licensing test(s) in these core areas).

b) a middle school or secondary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
   - passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a state-required certification or licensing test(s) in each of the academic subjects in which the teacher teaches), or
   - successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

3) When the term "highly qualified teacher" is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and
   a) has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test, or
   b) demonstrates competence in all the academic subjects in which the teacher teaches based on a high, objective, uniform state standard of evaluation that:
      - is set by Missouri for both grade-appropriate, academic, subject-matter knowledge and teaching skills;
      - is aligned with challenging state academic content and student academic achievement standards and has been developed in consultation with core content specialists, teachers, principals, and school administrators;
      - provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
      - is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state;
      - takes into consideration, but is not be based primarily on, the time the teacher has been teaching in the academic subject;
      - is made available to the public upon request; and
      - may involve multiple objective measures of teacher competency.

Major Role: Having key responsibilities such as those of a project director, co-director, or consultant, or it may also be defined in terms of the amount of money received in compensation from the grant.

Scientifically-Based Research: The term "scientifically-based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

1. employs systematic, empirical methods that draw on observation or experiment;
2. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. is evaluated using experimental or quasi-experimental designs in which individuals, entities,

programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;

5. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings; and
6. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Summative Evaluation: A method of judging the effectiveness of a program at the end of the program activities. Summative evaluation focuses on the outcomes of program activities.

Targeted math and/or science content areas: The focus of knowledge content and pedagogical strategies for Cycle-4 is math or science or the integration of these two fields. The knowledge content must be related to national and state standards.

Underrepresented students: Members of historically disadvantaged groups, usually characterized as belonging to a minority or ethnic group or other category of persons who have experienced discrimination and are specifically protected by anti-discrimination statutes. Minority groups include African Americans, Hispanics, American Indian or Alaskan Native, Asians, and Pacific Islanders.

Underserved students: Students having one or more of the following characteristics: disabled, poor, minority-born, uneducated, homeless, or unemployed; underserved students may include migrant workers, refugees, and persons living in rural/remote areas or other underserved regions of the state. Underserved populations are often difficult to reach, either physically or by the sheer force of circumstances.

ACRONYMS

CBHE – Coordinating Board for Higher Education
CD – Compact Disc
CFR – Code of Federal Regulations
DESE – (Missouri) Department of Elementary and Secondary Education
GLE – Grade-Level Expectation
IHE – Institution of Higher Education
MAP – Missouri Assessment Program
MDHE – Missouri Department of Higher Education
NCLB – No Child Left Behind
OMB – Office of Management and Budget
RFP – Request for Proposal
USDE – United States Department of Education

APPENDIX B

PROPOSAL FORMAT AND REQUIREMENTS

All proposals should be written using the following order and headings. Your use of the order and headings provided below will ensure that proposal reviewers are better able to consistently evaluate all of the proposals. All forms are provided in Appendix F and are **required** unless otherwise stated.

I. Proposal Cover Page

II. Project Abstract

III. Table of Contents

IV. Narrative (See RFP pages 5-10)

- A. Identification of Project Partners
  - 1. Three required partners
  - 2. Additional permissible partners
- B. Description of Partnership Commitments
- C. Description of Project Participants
- D. Specification of Project Design and Objectives
- E. Description of Project Activities/Structure
- F. Description of Information Dissemination Process
- G. Alignment with External Evaluation Process

V. Proposal Appendices

- A. Budget Summary Form and Budget Justification
- B. Form 3 - Collaborative Planning Team Document
- C. Form 4 - Joint Effort Document
- D. Form 5 - Letter of Commitment: K-12 Partner (for each K-12 partner)
- E. Form 6 - Letter of Commitment: Higher Education Partner (for each higher education partner)
- F. Form 7 - Certificate of Assurances
- G. Curricula vitae or resumes for key project personnel
  - 1. Document only relevant experiences
  - 2. Limit to two (2) pages per person
- H. Form 8 - Previous Project Outcomes must be submitted only if:
  - 1. One or more of the individuals having a ***major role*** in the proposed project previously received funds under the CBHE Eisenhower Grants program or Cycles 1, 2, or 3 of the MDHE *Improving Teacher Quality Grants* program; **AND/OR**
  - 2. The proposed project is a continuation of a project that previously received funds under the CBHE Eisenhower Grants program or Cycles 1, 2, or 3 of the MDHE *Improving Teacher Quality Grants* program.

APPENDIX C

HIGH-NEED MISSOURI SCHOOL DISTRICTS

These school districts and any schools within these districts are eligible for statutory partnership in Cycle-4 of the MDHE *Improving Teacher Quality Grants* Program

	School District			School District			School District
1	Adair Co R-II		33	Climax Springs R-IV		65	Hickory Co R-I
2	Alton R-IV		34	Couch R-I		66	Holcomb R-III
3	Appleton City R-II		35	Cowgill R-VI		67	Hollister R-V
4	Arcadia Valley R-II		36	Dallas Co R-I		68	Houston R-I
5	Atlanta C-3		37	Delta C-7		69	Humansville R-IV
6	Ava R-I		38	Dent-Phelps R-III		70	Iberia R-V
7	Bakersfield R-IV		39	Doniphan R-I		71	Jefferson C-123
8	Ballard R-II		40	Dora R-III		72	Jennings
9	Bell City R-II		41	East Carter Co R-II		73	Kansas City 33
10	Belleview R-III		42	East Newton Co R-VI		74	Kennett 39
11	Bernie R-XIII		43	East Prairie R-II		75	Kingston 42
12	Bismarck R-V		44	El Dorado Springs R-II		76	Kingston K-14
13	Blackwater R-II		45	Eldon R-I		77	Knox Co R-I
14	Bloomfield R-XIV		46	Eminence R-I		78	La Monte R-IV
15	Bosworth R-V		47	Fordland R-III		79	La Plata R-II
16	Bradleyville R-I		48	Forsyth R-III		80	Laclede Co R-I
17	Breckenridge R-I		49	Fredericktown R-I		81	Laredo R-VII
18	Bucklin R-II		50	Gainesville R-V		82	Leesville R-IX
19	Bunker R-III		51	Galena R-II		83	Lexington R-V
20	Cabool R-IV		52	Gasconade C-4		84	Licking R-VIII
21	Cainsville R-I		53	Gideon 37		85	Lincoln R-II
22	Calhoun R-VIII		54	Gilliam C-4		86	Linn Co R-I
23	Callao C-8		55	Gilman City R-IV		87	Louisiana R-II
24	Campbell R-II		56	Golden City R-III		88	Lutie R-VI
25	Canton R-V		57	Gorin R-III		89	Madison C-3
26	Caruthersville 18		58	Green Forest R-II		90	Malden R-I
27	Cassville R-IV		59	Greenfield R-IV		91	Manes R-V
28	Centerville R-I		60	Greenville R-II		92	Mansfield R-IV
29	Central R-III		61	Halfway R-III		93	Mark Twain R-VIII
30	Charleston R-I		62	Hartville R-II		94	Marquand-Zion R-VI
31	Clarkton C-4		63	Hayti R-II		95	McDonald Co R-I
32	Clearwater R-I		64	Hermitage R-IV		96	Miami R-I

97	Miami R-I		122	Plainview R-VIII		147	Spickard R-II
98	Middle Grove C-1		123	Poplar Bluff R-I		148	St. Louis City
99	Milan C-2		124	Portageville		149	Steelville R-III
100	Morgan Co R-I		125	Potosi R-III		150	Sturgeon R-V
101	Morgan Co R-II		126	Pulaski Co R-IV		151	Success R-VI
102	Mountain Grove R-III		127	Raymondville R-VII		152	Summersville R-II
103	Mt. View-Birch Tree R-III		128	Revere C-3		153	Swedeborg R-III
104	Naylor R-II		129	Richards R-V		154	Thayer R-II
105	New Madrid Co R-I		130	Ridgeway R-V		155	Tri-Co R-VII
106	Newburg R-II		131	Ripley Co R-III		156	Van Buren R-I
107	Nodaway-Holt R-VII		132	Ripley Co R-IV		157	Verona R-VII
108	Norborne R-VIII		133	Riverview Gardens		158	Warsaw R-IX
109	Normandy		134	Sarcoxie R-II		159	Weaubleau R-III
110	North Daviess R-III		135	Skyline R-II		160	Webb City R-VII
111	North Harrison Co R-III		136	School of the Osage R-II		161	Wellston
112	North Mercer Co R-III		137	Scott Co Central		162	Wellsville-Middletown R-I
113	North Pemiscot Co R-I		138	Senath-Hornersville C-8		163	West Plains R-VII
114	North Wood R-IV		139	Seymour R-II		164	West St. Francois Co R-IV
115	Northeast Vernon Co. R-I		140	Shell Knob 78		165	Wheatland R-II
116	Northwestern R-I		141	Sikeston R-6		166	Willow Springs R-IV
117	Norwood R-I		142	Slater		167	Winona R-III
118	Oregon-Howell R-III		143	South Iron Co R-I		168	Wyaconda C-1
119	Osceola		144	South Pemiscot Co R-V		169	Zalma R-V
120	Pattonsburg R-II		145	Southern Reynolds Co R-II			
121	Pemiscot Co R-III		146	Southland C-9			

The *No Child Left Behind Act* focuses on high-need school districts. The federal definition of high-need addresses issues of poverty and of teacher quality because these issues have been most closely linked to low student performance. In Missouri, high-need eligibility adopts federal standards for poverty level <u>and</u> uses MAP student achievement in math and/or science as a proxy for teacher quality. Local school districts must meet both criteria to be considered high-need.

The MAP test has five achievement levels: Step 1, Progressing, Nearing Proficiency, Proficiency, and Advanced. School districts where more than 50% of tested students performed in the lower three levels (Step 1, Progressing, and Nearing Proficiency) were deemed high-need for the State of Missouri.

APPENDIX D

CHARACTERISTICS OF EFFECTIVE PROFESSIONAL DEVELOPMENT PROJECTS

Effective professional development views teachers as professionals and as active agents of change. Current research suggests that to have significant long-term impact on classroom practices, a high quality teacher professional development program must include opportunities for continuous skill and knowledge acquisition guided by the concerns, interests, and motivations of individual teachers. Projects supported by the Cycle-4 MDHE *Improving Teacher Quality Grant* program should:

- Actively engage teachers over time (minimally over the life of the grant)
- Be directly linked to improved student learning
- Directly link to district and building school improvement plans
- Be developed with extensive participation of teachers, principals, and other administrators
- Provide time and other resources for learning, practice, and follow-up
- Be supported by district and building leadership
- Provide teachers with the opportunity to reflect on their practices and to give the district feedback on the effectiveness of participation in this activity/experience
- Contain grade-level and/or content-area collaboration and work
- Provide content knowledge related to standards and classroom instruction
- Provide instructional strategies related to content being taught in the classroom
- Provide research-based instructional strategies to the participating teachers
- Ensure that effective strategies for integrating technology into instruction are used

Proposed projects should be consistent with state and national reform efforts in math and science education. All potential project directors and their partners are encouraged to familiarize themselves with the following reports and documents:

- Missouri Curriculum Frameworks in Mathematics and Science http://dese.mo.gov/divimprove/curriculum/frameworks/index.html
- Missouri K-16 Achievement Gap Elimination http://www.dhe.mo.gov/achievementgapreport.shtml
- American Association for the Advancement of Science's (AAAS) "*Project 2061: Benchmarks for Science Literacy"* http://www.project2061.org/publications/toolWeb.htm
- The National Research Council's *National Science Education Standards (NSES)* http://www.nap.edu/readingroom/books/nses/html/
- National Council of Teachers of Mathematics (NCTM) http://standards.nctm.org/ and http://illuminations.nctm.org/.
- National Science Teachers Association (NSTA) http://www.nsta.org/aboutnsta.
- Improving Evaluation of Teacher Professional Development in Math and Science http://www.ccsso.org/projects/Improving_Evaluation_of_Teacher_Professional_Development_in_Math_and_Science/
- Finding Time for Professional Development http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm

APPENDIX E

BUDGET INSTRUCTIONS, BUDGET SUMMARY FORM, AND BUDGET JUSTIFICATION

Budget Instructions

This page contains instructions for completing the **Budget Summary Form** for aggregated expenses. A written **Budget Justification** is also required. In all cases, expenses must be directly related to the professional development experience for the participants.

Federal law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences and no other single partner), may **benefit more than 50% of the award**. The law also restricts the use of program funds only to supplement but not supplant non-Federal funds.

Matching Funds: The partnership is expected to contribute at least **20% of the total budget** request in matching funds and/or in-kind contributions as a sign of commitment to the project's success. Matching fund commitments may be in the form of stipends, course credits, substitute teacher pay, travel reimbursement, classroom or teacher materials, cash, equipment, personnel time, and/or other expenses.

1. Personnel Costs

Personnel should be listed individually to include director(s), additional instructor(s) and/or peer teacher(s), if any, and support staff. After each name, indicate (in parentheses) the role of that person in the project. Salaries cannot be drawn at a rate higher than that which the individual would normally receive in his/her regular duties. Graduate students employed as project personnel should be paid a fair wage in the same manner as other grant personnel. Graduate educational fees for employees cannot be charged to the grant.

Fringe benefits can be paid only to those individuals who are employees of, and who would normally receive benefits from, the partnership institutions/school districts. Please specify the benefit rate in percent form.

2. Additional Personnel Costs

This section is for additional personnel with different benefit rates from those in (1) above. Explain the roles of additional personnel and justify inclusion of such personnel in the project. **Total personnel costs must not exceed 35% of the total requested funding.**

3. Participant Costs

All items must be listed individually with per-item cost information and estimated quantities detailed in the Budget Justification. Books and materials and/or equipment are limited to those that will actually be needed during the project's duration. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from other public agencies and private enterprises whenever possible.

If course credits are offered to participants, the higher education institution partner that is able to grant the credits is expected to waive the fees.

Participant stipends may be written into the budget proposal as a line item under this section, e.g., "33 participants for 17 days @ $10/hour for 6 hours per day = $33,660.00." Participants' stipends should not exceed $12 per hour of organized activity and **presupposes individuals' active participation during any period in which the stipends are earned**. Pre-service teacher and paraprofessional participants may be paid in-kind through course credits or other avenues. Participants may not receive stipends for attending workshops for which substitute teacher pay has been provided or for a day the school or district normally pays them. Stipends for private school participants must be paid directly to the teachers and not to the private school. Note that the MDHE *Improving Teacher Quality Grant* cannot be used to provide substitute teachers for participants from private schools. This program is specifically prohibited from buying full classroom sets of materials for participating teachers.

If the grant is to pay participant travel to the workshop, reimbursement is allowed at the sponsoring institution's rate per mile, up to $0.375. Room and board may constitute a reasonable expense.

4. Additional Costs

This section is for costs other than salaries and participant expenses. Necessary travel and lodging costs for personnel and consultants should be listed here. Expenses may be lumped into logical categories but all items must be itemized and explained in the Budget Justification.

Capital equipment purchases are not permitted. All other materials purchased are expected to become the property of the participants or the school districts when the participants leave their employment at the district. **Consultant fees** may not exceed $300 per day in addition to any reimbursement for travel, food, and lodging. List the number of days and costs per day. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel.

No other travel expenses are allowed except for the costs of one or two persons traveling to present information about the project at one statewide meeting.

5. TOTAL DIRECT Costs

This is the total of Items 1 through 4.

6. FACILITIES AND ADMINISTRATIVE Costs

Institutions may recover facilities & administrative costs up to a maximum of eight percent (8%).

7. TOTAL Costs

This is the sum of TOTAL DIRECT Costs and FACILITIES AND ADMINISTRATIVE Costs.

8. Percent of Grant Funds per Partner

No single partner may benefit more than 50% of the total award amount.

Budget Summary Form – Cycle-4 ITQG

For multi-year proposals, use a separate Budget Summary Form for each year of the project. All budget requests must show the matching funds contributed to the project category. A written Budget Justification must accompany this form as an appendix item. ***NOTE: No single partner in the eligible partnership may use more than fifty percent (50%) of the grant funds made available to the partnership.***

Lead Institution:						
Project Director:						
Federal ID Number:						
Project Title:	**Total Grant Request**	**Partner 1 Education**	**Partner 2 Arts & Sciences**	**Partner 3 High-Need LEA(s) (Combined)**	**Partner 4 Other Partners (Combined)**	**Matching Funds**
1. Personnel Costs (Director(s), instructors, peer teachers, support staff)						
A.						
B.						
C.						
D.						
Fringe benefits (approved institutional rate ___%)						
TOTAL PERSONNEL COSTS						
2. Additional Personnel Costs						
A.						
B.						
C.						
D.						
Fringe benefits (approved institutional rate ___%)						
TOTAL ADDITIONAL PERSONNEL COSTS						
3. Participant Costs (Stipends, Travel, Materials, etc.)						
A.						
B.						
C.						
D.						
TOTAL PARTICIPANT COSTS						
4. Additional Costs (List individually; detail in budget justification narrative)						
A.						
B.						
C.						
D.						
TOTAL ADDITIONAL COSTS						
5. TOTAL DIRECT COSTS **(Sum of items 1–4)**						
6. FACILITIES AND ADMINISTRATIVE COSTS **(Maximum rate of 8% of federal funds requested)**						
7. TOTAL COSTS						
8. Percent of Grant Funds per Partner:	**N/A**					**N/A**
Project Director(s) Name and Title:						
Authorized Institutional Officer Name and Title:						

Budget Justification

The Budget Justification is a written narrative that is submitted with the Budget Summary Form as an appendix to the project proposal. Please use the headings provided below. The Budget Justification should address each of the following categories that are also listed on the Budget Summary Form.

Matching Funds

Provide a brief explanation of the matching funds listed for Years 1, 2, and/or 3. If matching funds for multi-year projects are not allocated equally throughout the scope of the project, please provide an explanation of yearly segments and/or increments.

Personnel/Additional Personnel Costs

Explain how the salary amount for each person listed in either personnel section of the Budget Summary Form was derived by providing a clear calculation of the expected real-time contribution of the person to the project. Indicate the salary the person receives as a function of his/her regular appointment. Also, describe the roles of all personnel and justify their inclusion in the project.

Participant Costs

Detail all participant costs for Years 1, 2, and/or 3, and list the per-item cost information and the estimated quantities needed for the project. Explain why these expenses are necessary to achieving the project's objectives and activities.

Additional Costs

Itemize all additional expenses for Years 1, 2, and/or 3. Explain why these expenses are necessary to achieving the project's objectives and activities.

APPENDIX F

PROPOSAL FORMS

(All forms must be submitted with the project proposal, unless otherwise noted.)

Form 1 - Proposal Cover Page

Form 2 - Project Abstract

Form 3 - Collaborative Planning Team Document

Form 4 - Joint Effort Document

Form 5 - Letter of Commitment: K-12 Partner(s)

Form 6 - Letter of Commitment: Higher Education Partner(s)

Form 7 - Certificate of Assurances

Form 8 - Previous Project Outcomes must be submitted only if:

a. One or more of the individuals having a ***major role*** in the proposed project previously received funds under the CBHE Eisenhower Grants program or Cycles 1, 2, or 3 of the MDHE *Improving Teacher Quality Grants* program; **AND/OR**
b. The proposed project is a continuation of a project that previously received funds under the CBHE Eisenhower Grants program or Cycles 1, 2, or 3 of the MDHE *Improving Teacher Quality Grants* program

Form 1 - Proposal Cover Page

Project Title (not to exceed 20 words)		
1. Name of Lead Higher Education Institution		
2. Project Director from Lead Higher Education Institution	Name	Title Please specify college/department (e.g. Professor, Chemistry)
	Address	Telephone Number
	E-mail Address	
	Signature	Date
3. Co-Director(s) (Information for additional co-directors may be entered in the Abstract Form)	Name	Title Please specify college/department or school level (elem. or middle) or subject area
	Address	Telephone Number
	E-mail Address	
	Signature	Date
4. Have any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grants* program? Yes ____ No ____ Is the proposed project a continuation of a project that previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grants* program? Yes ____ No ____ If the answer to either or both of these questions is "yes", submit Form 8 - Previous Project Outcomes provided.		
5. Address and telephone number where project director may be contacted between January 7, 2006 and February 15, 2006	6. To be completed by an Authorized Officer from the lead institution: (Institutional contact name, title, address, phone, e-mail) Signature	

Form 2 - Project Abstract

Project Title: _____

Lead Institution: _____

	Project Director	Co-Director	Co-Director
Name			
Institution			
Department			
Title			

Partnerships: (Please expand or condense appropriate rows as needed)

	Institution/District/Organization	Location/Contact Person
Education Division		
Arts & Sciences Division		
High-Need School District(s)	1. 2. 3.	
Additional Partner(s)	1. 2. 3.	

Project Information:

Grade-level focus (Note: one or more from grades 4 to 8):			
Project area(s) of focus	☐ Math	☐ Science	☐ Integrated Math and Science
Anticipated number of participants			
Anticipated number of participants from high-need districts			
Anticipated Start Date of Actual Project Activities			
Anticipated number of students directly impacted			
Total number of contact hours per project year			
Number of credit hours to be provided:			
Undergraduate			
Graduate			
Continuing Education Units (CEU)			

Project Summary (300 words, single-spaced):

Timeline for Project (200 words, single-spaced, preferably in a table):

Form 3 - Collaborative Planning Team Document

The history and nature of the collaborative planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of all high-need partners including school district personnel and/or teachers.

Proposal Title:_____

Project Director(s): _____

Lead Institution: _____

Partnership Members:_____

Planning Meetings (Use additional sheets as needed. Attach meeting agendas.):

DATE:	**LOCATION:**		
PARTICIPANT'S PRINTED NAME	**SIGNATURE**	**TITLE**	**INSTITUTION/ SCHOOL DISTRICT**

Form 4 - Joint Effort Document

The proposal must reflect a joint effort among at least three partners: a high-need school district, a department or college of education, and a department of arts & sciences. This federal requirement is intended to ensure that *Improving Teacher Quality Grant* activities integrate needed teaching skills with substantive content knowledge. (Note: It is generally assumed that a department/college of education is the primary teacher preparation division/unit of a higher education institution. If an institution has a different organizational structure regarding teacher preparation, please provide a brief description for clarity.)

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities such as:

- Each unit/partner participating in the planning and implementation of the project.
- Each unit/partner playing a role in the evaluation of the project.
- Instructional staff members are drawn from each unit/partner.

Statement of Joint Effort:

The lead higher education institution hereby provides assurances that this proposal reflects a joint effort between the three statutory partners. (If more partners are involved, please provide signatures, titles, and names of representatives of the partners on a separate sheet using the format below.)

Representative of the High-Need School District:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Representative of the Higher Education Department/College of Education:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Representative of the Higher Education Arts and Sciences Department:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Form 5 - Letter of Commitment

K-12 Partner

Submit one copy of this form for **every** participating K-12 school partner. If two or more schools are in a single school district, only one form needs to be completed by a district administrator on behalf of all participating schools.

As a partner in a project funded by the Cycle-4 MDHE *Improving Teacher Quality Grant*, I hereby commit my school district or school(s) within the district to provide access to classroom-level teacher and student demographic and achievement data as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of MDHE *Improving Teacher Quality Grant* funds.

Examples of data that may be required for evaluation purposes include (but are not limited to):

- pre- and post-test scores in teachers' and possibly students' content knowledge;
- teacher interviews;
- student interviews;
- classroom-level MAP test results;
- aggregated building-wide and/or district-wide MAP test results;
- results of standardized tests administered by the district;
- classroom-level math and/or science assessments administered in the grade levels participating in the project

The Project Director and External Evaluation Team guarantee the confidentiality of student, teacher, and school information in reporting. Analyses of all data collected will be made available to the K-12 partners so that they can be used to improve school or school district achievement in math and/or science.

Signature and Date: _____

Printed Name and Title: _____

School District: _____

School: _____

Form 6 - Letter of Commitment

Higher Education Partner

Submit one copy of this form for **every** higher education partner. This form must be completed by either

- the dean of a school/college of education and a dean of the school/college of arts and science, OR
- an appropriate administrator of the higher education institution on behalf of participating department faculty or institutional representatives.

As a partner in a project funded by the Cycle-4 MDHE *Improving Teacher Quality Grant*, I hereby commit my school/college to provide data and information about curriculum design and such processes as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of MDHE *Improving Teacher Quality Grant* funds.

Examples of data/information that will be required for evaluation purposes include (but are not limited to):

- teacher education curriculum design,
- relationship between the teacher preparation unit (i.e. school/college of education) and content-specific units (arts and sciences department),
- extent of involvement of the teacher preparation unit in professional development of K-12 educators, and
- pre-service teacher/paraprofessional academic records, if applicable.

The Project Director and External Evaluation Team guarantee the confidentiality of this information in reporting. Analyses of all data collected will be made available to the institution so that they can be used to improve curriculum design processes within the partner institutions.

Signature and Date: _____

Printed Name and Title: _____

Institution: _____

Form 7 - Certificate of Assurances

To be completed and signed by the chief academic officer of the lead institution

I hereby provide assurances to the Missouri Department of Higher Education (MDHE) that if this institution receives funding under the terms of the MDHE *Improving Teacher Quality Grant*, it will:

- Conduct the professional development program or teacher education activities as described in the *Request for Proposals* and the project proposal;
- Provide institutional or organizational funding and resources as stated in the *Request for Proposals*;
- Comply with the state requirement to audit the grant-funded project in accordance with OMB Circulars A-21, A-122, A-133, as appropriate, and, within 60 days of the completion of the audit, to supply the MDHE with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended;
- Keep all records necessary for fiscal and program auditing and give the MDHE, CBHE, USDE, and/or the state auditor through any authorized representative, access to, and the right to examine, all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years after the end date of the grant;
- Comply with all regulations and requirements of the MDHE *Improving Teacher Quality Grant*;
- Comply with the administrative procedures of the MDHE, CBHE, and USDE;
- Use funds from the MDHE *Improving Teacher Quality Grant* only to supplement and not to supplant funds from non-federal sources;
- Take advantage of opportunities to provide greater access to math and/or science disciplines by historically underrepresented and underserved groups;
- Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(d)), prohibiting employment discrimination where discriminatory practices will result in unequal treatment to persons who are or should be benefiting from the grant-aided activity; and
- Ensure equitable participation of faculty and students from private schools to the extent feasible.

Signature and Date: _____

Printed Name and Title: _____

Institution: _____

Form 8 - Previous Project Outcomes

This form must be completed **only if** any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grants* program, or if the proposed project is a continuation of a project that previously received funds under either of these two grant programs. Limit the summary to one page per previous project. Submit one copy of the form for each individual and/or project to which it applies.

Past Project Title: _____

Past Project Director(s): _____

Year(s) in which MDHE/CBHE funding was obtained: _____

Summary of the previous project's goals, activities, and outcomes: