

Alabama Commission on Higher Education
Elementary and Secondary Education Act (ESEA)
as amended by
No Child Left Behind Act (NCLB)
P. L. 107-110, Title II, Part A/Subpart 3

**REQUEST FOR PROPOSAL
FY 2009-2010**

IMPROVING TEACHER QUALITY

MASTERY OF CONTENT

**Closing Date:
September 30, 2009**

**Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, Alabama 36130-2000**

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ALABAMA COMMISSION ON HIGHER EDUCATION

Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind Act (NCLB) { P. L. 107-110}¹ Title II, Part A Subpart 3

Improving Teacher Quality: Mastery of Content

REQUEST FOR PROPOSAL

The Alabama Commission on Higher Education (ACHE) invites proposals for competitive grants authorized by the NCLB legislation to eligible partnerships for projects implemented in school-year 2010-2011. In accord with the performance objectives of the legislation to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools [Title II, Part A, Section 2101 (1)] the objectives of the competitive grant program administered by the ACHE are to –

- 1) provide long-term, sustained, high-quality professional development for Alabama K-12 teachers, highly qualified paraprofessionals, and, if appropriate, principals;
- 2) provide access to these persons statewide in high-need local school districts both public and private schools;
- 3) improve teacher knowledge of core academic subjects that increases student performance in content areas; and
- 4) are aligned with the Standards of Effective Professional Development and Technology Professional Development Standards adopted by the State Board of Education. Appendix D provides a copy of these standards.

USDE non-regulatory guidelines define *core academic subjects* as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.² *Highly qualified teachers* are defined as those who not only possess full state certification but also have solid content knowledge of the subjects they teach.³ Workshops, institutes, or other professional development should be designed to ensure that:

- 1) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and

¹The “Preparing, Training, and Recruiting High Quality Teachers and Principals” program (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended was enacted in 2001 as part of the “No Child Left Behind Act” (Public Law 107-110). The Title II program is the largest Federal program that supports professional development activities to improve teaching and learning. Under this program funds are made available to state educational agencies (SEAs), local educational agencies (LEAs), state agencies for higher education (SAHEs), and institutions of higher education (IHEs) to support and help shape state and local professional development activities. The No Child Left Behind Program has a direct relationship to systemic reform and student achievement tied to challenging state content and performance standards. The program expands and modifies its predecessor statute, the No Child Left Behind Program.

² *Non-Regulatory Guidance* (2005), p. 2 and Appendix A, p. A-2.

³ *Non-Regulatory Guidance* (2005), p. 1-2 and Appendix A, p. A-3.

2) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects.

CATEGORIES AND PRIORITY OF AWARDS

Award Categories: In order to provide long-term, sustained, high quality professional development for K-12 teachers, multi-year proposals are encouraged even though funds for activities beyond the term of the initial grant are not guaranteed.

A. Alabama Math, Science, and Technology Initiative Professional Development (AMSTI): A single grant will be awarded for a project that supports the Alabama Math, Science, and Technology Initiative (AMSTI) with professional development of lead teachers and principals. This project must work directly with state AMSTI leadership to advance the objectives of this program and its content. The purpose and design for this project is described in Appendix B.

B. Multi-Year Projects: A limited number of grants will be available for projects to continue ACHE multi-year, statewide projects that were awarded FY 2008-2009 grants. However, there is no guarantee that any such applicant will receive a grant or, if so, at the same amount as before. **Note:** A significant departure in goals, content, or project activities will be regarded as a proposal for Category C consideration.

C. New Projects: As funding permits after Category A and B grants have been determined, proposals will be considered for projects that have partnerships with school districts in one or more of the following counties:

Butler	Cleburne	Crenshaw	Greene	Marengo	Tallapoosa
Chambers	Conecuh	Fayette	Lamar	Monroe	Washington
Chilton	Coosa	Franklin	Lawrence	Pickens	Wilcox

ACHE reserves the right to withhold grants in any category if in its judgement no proposal merits funding. ACHE also reserves the right to increase or reduce the amount of any grant available in any category depending on evaluation of proposals and availability of funding.

ELIGIBLE APPLICANTS

An eligible applicant for an ACHE NCLB grant is any accredited public or private non-profit Alabama institution of higher education that has an eligible partnership defined as follows: A “partner” is one that takes an active role in the project by committing resources, instruction, employment of participants in the core content learned in the project, and/or other support for the project in a direct and material way. It is not just an agency or person who writes a reference for the proposal or recommendation that it be approved. An eligible partnership includes:

1. The institution’s teacher-principal education division;
2. A school/division/department of arts and sciences; and

3. At least one high-need local school district. See Appendix C for USDE non-regulatory guidance and 2000 Census Poverty Data for Alabama school districts (referred to as LEAs: Local Education Agencies).⁴

Such partnerships may also include another local education agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

PROJECT FOLLOWUP

Followup must be available to all participating teachers, paraprofessionals, and principals, and provide continuing reinforcement of project objectives. It may occur in a number of ways from on-site assistance visits to mini-workshops, but in every case there should be strong evidence that the followup activities serve to enhance the programmatic objectives stated on page one of this RFP.

Activities consisting only of occasional mid-year workshops or seminars will not be adequate to satisfy this requirement. Note, too, that surveys returned from teachers and/or classroom observation of teachers without feedback to them is not follow-up as defined by this requirement. Proposals should be explicit in stating how planned follow-up activities will reinforce project objectives.

PROJECT EVALUATION

A critical part of the ACHE administered NCLB program is evaluation to determine the extent to which the objectives described in this RFP are achieved (see Appendix D: “Developing a Project Evaluation Plan”). Proposals for ACHE NCLB grants *must include*:

- An external evaluator: someone with no connection to the project other than evaluation but with recognized authority as an evaluator or expert in professional development of the project’s subject (documentation of expertise must be attached to the project proposal);
- An evaluation of the project during the whole period of its activities, not just one-time observation or observing only summer workshops/institutes;

⁴ Section G-5 of the Non-Regulatory Guidance (August 3, 2005) for “Improving Teacher Quality State Grants,” Title II, Part A defines a high-need LEA as one—

- “(A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or** (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or** (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.”

- An on-site evaluation of activities, project leadership, instruction, content (may include observation of sample sessions, not necessarily all project sessions, but must include representative activities throughout the whole period of the project's grant); and
- A final written report to be completed and submitted to the project director for review and inclusion in the Project Director's Report of the project (note the deadline below for this report: June 1, 2011) .

To assure rigorous project evaluation, ACHE will provide an external professional consultant for evaluation, who will provide advice and assistance in implementing project evaluation. This consultant will schedule meetings with project directors and evaluators regarding (1) internal and external evaluation of the project; (2) evaluation standards to assure compliance with national standards; (3) any changes needed in assessment/evaluation tools; (4) observations the consultant will conduct during project implementation; and (5) assessing project implementation with written recommendations to be provided to the project team.

FUNDING

Grants are awarded for projects designed for more than one year. However, while multi-year proposals are encouraged, grants in this program are awarded competitively each year and on a cost reimbursable basis through an appropriation to the ACHE under the NCLB Title II. No grants are made outright, and any balance remaining in excess of approved project expenses must be refunded to ACHE.

Timetable for Funding. Awards are paid in two installments. Seventy-five percent (75%) of the total award is paid at the beginning of the grant period. When the project is completed in compliance with all requirements of this RFP, any remaining balance of the grant award will be available to cover approved expenses. Non-compliance will result in forfeiture of any remaining grant balance.

External Support. Support from external sources (*i.e.*, sources other than ACHE grants) is desirable and is a factor in determining selection of proposals to be funded. Priority will be given to proposals that include external support from state and national agencies, private industry, or contributions of the applicant institution.

PROJECT REPORTING

The report requirements explained below should be reviewed carefully to determine in advance what information will need to be collected. In order to receive the second installment of grant funds, the first two of these reports must be submitted to ACHE by the deadlines stated. In rare cases, an extension may be granted based on a written request submitted to the ACHE Office of Institutional Effectiveness and Planning, provided it arrives at ACHE *before* the report deadline. However, requesting an extension does not assure it will be granted.

1. Project Data Report.

Deadline: September 15, 2010.

This is a report of demographic data on participants and other information about the project. *The form for this report is in Appendix B.*

2. Expenditure Report.

Deadline: April 29, 2011.

All expenses payable from the grant are reported on a form with an attached breakout. The categories of expenses are the same as the budget proposal in the grant application (see Appendix F:3) but on a form to report all expenses incurred by the project. The expenditure report must be signed by both the project director and an official of the applicant's business office. Guidelines for preparing the report are given in Appendix G:2. *The form for this report is in Appendix G:1.*

3. Project Director's Report.

Deadline: June 1, 2011

When the project is completed (but not later than the deadline), the project director must submit a report of the success of the project, including areas for improvement as well as achievement. This assessment should (1) explain how the results were determined, (2) provide evidence that the project is aligned with the applicable Alabama Course(s) of Study, and (3) state, with supporting documents, any state, national, or international recognition, honors, or awards the project received during the period of the grant. The project director's report must also include the external evaluator's report (see "Project Evaluation" above). Two copies of this report will be required. *There is no prescribed form for this report.*

GENERAL GUIDELINES

Federal Compliance:

NCLB projects must –

- Serve high-need districts – i.e., serve at least 10,000 students from families with incomes below the poverty line *or* have 20% or higher poverty level in the populations of their districts and have teachers who are not highly qualified (this does not exclude other participants as long as the project includes and primarily serves participants who are not highly qualified and who come from high poverty districts.* “High-need” is defined in Appendix C.;
- Focus on core content knowledge, not on teaching methods or pedagogy;

* A teacher may be officially designated highly qualified by the Alabama State Superintendent of Education in a specific core academic subject area(s) and grade level(s) based on having met criteria outlined in the current edition of *The Alabama Model for Identifying Highly Qualified Teachers* [ref: State Board of Education/State Department of Education Administrative Code; Chapter 290-3-3-.01(18). *The Alabama Model...* is available at <http://www.southalabama.edu/coe/forms/hqmodel.pdf>].

- Provide professional development for in-service teachers, paraprofessionals, and principals;
- Provide evidence that teachers in private schools know they are eligible to participate;
- Not pay for substitute teachers in private schools but may pay for substitute teachers in public schools.

Note: Projects may provide supplies and materials to participants for their training *but the grant may not be used to provide equipment, materials, or supplies for school classrooms.*

Administration and Staff. Each applicant institution is responsible for administering all aspects of the project. The project director is the ACHE point of contact for projects awarded grants in this program. Therefore, it is incumbent on the project director to be responsible for all administrative matters related to the grant, including – but not limited to – coordinating all financial details, completing forms, and in general assuring that all requirements and guidelines are followed. The instructional and support staff may be drawn from other institutions as well as the sponsoring institution. Proposals will be judged in part on evidence of the ability of instructors/researchers/administrative staff as well as the applicant to carry out the program.

Participants. The project must be available to Alabama teachers, paraprofessionals, and principals in both public and private schools in all parts of the state.

Credit and Disclaimer. Statements of credit and disclaimer *are required* by the U. S. Department of Education (USDE). The Alabama Commission on Higher Education also requires a statement of credit and disclaimer to ensure public knowledge of the source and responsibility of grant funds. Therefore, credit and disclaimer for both USDE and ACHE **must be included** in all notices, recruiting brochures, workshop materials, and any other publication produced with support of ACHE NCLB grants. The two statements below will satisfy this requirement:

This project is funded in part by a federal grant under No Child Left Behind (NCLB) [P.L. 107-110, Title II, Part A/Subpart 3] administered by the Alabama Commission on Higher Education. [Also name any other federal program granting funds to the project.]
\$_____ (___%) of the cost of the project was financed with federal funds.
\$_____ (___%) was provided by non-federal sources.

Opinions and findings expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education or the Alabama Commission on Higher Education, and no official endorsement by either of these agencies should be inferred.

APPLICATION PROCEDURES

Collate the application beginning with the application form followed by the abstract, then the table of contents, project narrative, and appendices. Number all pages from the first page of the narrative through the last page of the final appendix. Secure print copies of the proposal by appropriate binding or fastener. Forms for the application and reports are in the appendices of this RFP. Application forms for the proposal and project reports are also available online in the RFP for FY2009-2010 at <http://www.ache.alabama.gov/NCLB/Index.htm>. The forms may be downloaded to fill in on computer and printed in hard-copy to submit to ACHE. ACHE is not able to accept proposals and reports submitted electronically. An original and eight print copies of the proposal are required. *NOTE: The RFP and forms for previous years do not apply to this year's proposals.*

Application. Complete and sign the form provided in Appendix F:1. Proposals must be submitted by institutions of higher education - not their boards, operating units, or school partners. To ensure compliance with local administrative procedures, all proposals should be cleared through the applicant's business office.

Abstract. Using the form in Appendix F:2, prepare a 200-word summary of the proposed project. Include the program objectives, a statement of the methods to be employed, and a statement of the significance and project's impact on meeting the NCLB objectives stated on page one of this RFP.

Table of Contents. Follow a standard style, listing the headings of all sections of the proposal with the page numbers.

Project Narrative. Double-space and print the narrative on both sides of plain bond paper, with all pages numbered. *Do not exceed fifteen (15) pages.* Font sizes smaller than 10-point, reduction of size by photocopying, or substituting space-and-a-half for double spacing to circumvent the limitation on the number of pages may cause the application to be rejected. The project narrative must include the following points and be organized in the following order:

Project Need and Objectives. Explain how the project will address the objectives and USDE non-regulatory guidelines stated on page one of this RFP. Include evidence that there is long-term professional development, such as a list or map of school districts already served and projected to be served by the project. Explain what impact the project will have on enhancing K-12 teachers' content knowledge. State how the project supports the SBE Standards for Effective Professional Development (see Appendix A:1), the SBE Technology Professional Development Standards (see Appendix A:2), and the Alabama Course(s) of Study applicable to the subject area(s).

The proposal *must* identify the school districts to be served, and describe how the project will be, or is designed to become, available to participants statewide. It must also state the evidence used to document each "high-need" district listed as a high-need partner based on the Non-Regulatory Guidance definition (see Appendix C), including the percent of teachers in the partner school district(s) who are not highly qualified (*i.e.*, teaching out of field, not certified, teaching with provisional or temporary certification, *etc.*). In addition, the proposal must provide evidence that the

project will improve subject matter knowledge to prepare highly qualified teachers in accordance with NCLB legislation.

- Special Instructions for Category A Proposals: Refer to Appendix B of this RFP: “ACHE AMSTI Lead Teacher Enhancement Program” for the program purpose and description.
- Special Instructions for Category B Proposals. In addition to the overall program objectives stated above, each Priority B proposal must include the following:
 - Evidence that the project is meeting its current year objectives;
 - The rationale for continuing the project an additional year; and
 - The school districts previously and currently served, preferably marked on a map as well as written in a list.

Project Design. Describe the following:

- The *role* of each of the institution’s partners – specifically, the school district(s), the teacher-principal education division, and the school/division/department of arts and sciences. Describe how they will participate in or contribute to the project.
- The workshop/institute methods and materials to be used, locations, participant requirements, instructional plan, and proposed session dates.
- The project follow-up; *i.e.*, how will the project provide continuing support and technical assistance during the school year, including an emphasis on using technology to improve student learning.
- If applicable, the role of mentors, how they will be selected and trained, their responsibilities, and their experience.

Budget and Cost Effectiveness. Provide a brief explanation of the cost-effectiveness of the project. Leveraging of funds from other sources is encouraged. List funding partners.

Quality of Key Personnel. Briefly describe the training and experience of key personnel that qualify them to provide the administrative and instructional leadership necessary to carry out the activities of the project. State the extent to which the time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the proposed project.

Evaluation. Identify the external evaluator, and briefly describe project evaluation. Explain the evaluation *plan* in an appendix (see Appendix D).

Appendices.

After the narrative, include the following material in this order:

- Budget Summary. Complete the budget summary form provided in Appendix F:3 and attach a breakout of proposed expenses. Guidelines for the budget summary are provided in Appendix F:4.
- Resumes of Key Personnel. Provide resumes of *not more than two (2) pages* each for the institutional and support staff (project administrators and evaluator, workshop instructors, consultants, etc.) **NOTE:** Vitae of more than two (2) pages may result in delay or rejection of the application.
- Partnership Documentation. Include agreement(s) signed by the appropriate representative from each partner unit.
- Schedule of activities. Attach a timeline of activities, including follow-up after the initial workshops/institutes, with proposed dates.
- Written agreement(s). If applicable, provide written agreement(s) to use off-site facilities.
- Copyright/license release. If the project will reproduce *any* copyrighted or licensed materials, permission to copy such materials or evidence that such permission has been requested *must* be attached to the application. Permission to copy cannot be assumed for "educational purposes" without permission from the copyright/license owner.

Enclosures.

Enclose *one* (1) copy of the following with the proposal:

- Statement of Assurances (see Appendix H). Submit one (1) copy signed by an official representing the institution/organization applying for the grant
- A-133 Audit Report for your institution (one copy of the most recent report).

PROPOSAL EVALUATION PROCESS

Following ACHE staff review for eligibility and compliance with application requirements, an external review committee of authorities on professional development for K-12 teachers and principals will evaluate proposals using criteria listed in Appendix I. Based on their evaluation, grant awards will be determined by the Alabama Commission on Higher Education. *Note:* The Alabama Commission on Higher Education reserves the right to withhold grants if in its judgement no proposal merits funding.

In accord with federal requirements, final awards will be made to ensure that “(1) such subgrants are equitably distributed by geographic area within a state or (2) eligible partnerships in all geographic areas within the state are served through the subgrants.” In the event that more than one proposal will serve the same objective in the same geographic area, ACHE will determine whether to award more than one grant for such service.

APPLICATION DEADLINE AND ANNOUNCEMENT OF AWARDS

An original and eight (8) copies of the completed application form, abstract, narrative, appendices, and one (1) copy each of the signed Statement of Assurances and most recent A-133 audit report are required.

The proposal (submitted in the required number of copies) **must be received** in the Office of Institutional Effectiveness and Planning of the Alabama Commission on Higher Education no later than 4:00 p.m. on **September 30, 2009**. Announcement of grants to be awarded is expected to be made by January 8, 2010.

In submitting proposals for overnight delivery, use a commercial delivery service such as UPS, FedEx, Airborne Express, *etc.* **Do not use USPS overnight express mail.** USPS does not deliver mail directly to this office that requires delivery verification, including certified, registered, and overnight express mail.

Mail address:

Office of Institutional Effectiveness
and Planning
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

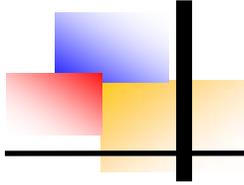
Delivery address:

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Alabama Commission on Higher Education
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APPENDIX A

State Board of Education Standards

A:1. TWELVE (12) STANDARDS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

A:2. ALABAMA TECHNOLOGY PROFESSIONAL DEVELOPMENT STANDARDS: SCHOOLS OF EDUCATION AND K-12

APPENDIX A:1

State Board of Education*

Twelve (12) Standards for Effective Professional Development in Alabama

- Standard 1: Effective professional development organizes adults into learning communities whose goals are aligned with those of the school, the system, and the state.
- Standard 2: Effective professional development requires knowledgeable and skillful school and system leaders who actively participate in and guide continuous instructional improvement.
- Standard 3: Effective professional development requires resources to support adult learning and collaboration.
- Standard 4: Effective professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Standard 5: Effective professional development uses multiple sources of information to guide improvement and demonstrate its impact.
- Standard 6: Effective professional development prepares educators to apply research to decision making.
- Standard 7: Effective professional development uses learning strategies appropriate to the intended goal.
- Standard 8: Effective professional development applies knowledge about human learning and change.
- Standard 9: Effective professional development provides educators with the knowledge and skills to collaborate.
- Standard 10: Effective professional development prepares educators to understand and appreciate all students; creates safe, orderly, and supportive learning environments; and holds high expectations for their academic achievement.
- Standard 11: Effective professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Standard 12: Effective professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately.

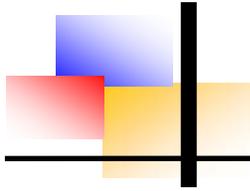
*Resolution Adopted: June 13, 2002

APPENDIX A:2
Alabama Technology Professional Development Standards
Schools of Education* and K-12**

Teachers shall learn to effectively:	Administrators shall learn to effectively:
(i) identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).	(i) describe mechanisms for creating a shared vision for the comprehensive integration of technology, communicating that vision, and facilitating a process that fosters and nurtures a culture to achieve the vision.
(ii) assess advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning.	(ii) develop a technology plan including resource alignment (e.g. funding, staff and time, hardware/software, total cost of ownership), and demonstrate leadership skills necessary to integrate technology to support effective learning and administration.
(iii) develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	(iii) facilitate the selection and use of technologies appropriate for curriculum areas, instructional strategies, and student-centered learning environments to maximize learning and teaching to meet the individual needs of all learners.
(iv) model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.	(iv) apply and model technology applications and professional practices that demonstrate knowledge of available technologies; existing Alabama and national technology standards for students, teachers, and administrators; related trends and issues; current research; and professional development resources in order to enhance professional practices of educational leaders, increase job-related technology use, and improve the productivity of self and other school personnel.
(v) design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	
(vi) use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	(v) use prevalent technology-based managerial, financial, and operational systems used in Alabama schools.
(vii) facilitate students' individual and collaborative use of technologies (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.	(vi) use technology to facilitate effective assessment and evaluation, including: the collection, analysis, and interpretation of data and communication of findings to improve <ol style="list-style-type: none"> 1. instructional practice and student learning; 2. the use of assessment of staff knowledge, skills, and performance in using technology to facilitate quality professional development and guide personnel decisions; 3. the use of technology to assess and evaluate managerial and operational systems; and 4. assessment and evaluation of, using multiple methods, appropriate uses of technology resources for learning, communication, and productivity.
(viii) design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).	
(ix) evaluate students' technology proficiency and students' technology-based products within curricular areas.	
(x) use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).	(vii) demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology.

* Approved by Alabama Board of Education, March 2003, Schools of Education (**Alabama Code: 290-3-3-.04**)

** Approved by Alabama Board of Education, August 2004, K-12 (**Alabama Code: 290-040-030-.01**)



APPENDIX B

ACHE AMSTI LEAD TEACHER ENHANCEMENT PROGRAM

Appendix B

ACHE NCLB AMSTI Math/Science Professional Development for Lead Teachers

This is the second year of a two-year project in collaboration with the Alabama State Department of Education (ALSDE) to improve teacher mastery in mathematics and science through Professional Learning Teams (PLTs). Research has shown that PLTs can promote teacher collaboration, enhance the teaching of content knowledge, and provide higher standards for all students.

YEAR ONE (FY08-09). During this phase AMSTI Lead Teachers received professional development in the development and implementation of PLTs and the significant role they would be playing in their local school districts to improve math and science instruction.

YEAR TWO (FY09-10). The objectives are two-fold: 1) to provide professional development for Lead Teachers in the alignment of AMSTI curriculum and resource materials with the Alabama Course of Study standards and 2) to provide professional development for classroom teachers at up to 20 AMSTI schools in each of the 11 regional AMSTI sites.

Objective One: This will be achieved by providing professional development for Lead Teachers who participated in Year One activities to promote a higher level of mastery of math and science content in accord with AMSTI's best practices, and in particular, to promote the alignment of AMSTI curriculum and resource materials with the Alabama Course of Study standards.

Objective Two: This will be achieved by providing professional development for classroom teachers in up to 20 AMSTI schools in each of the 11 regional AMSTI sites. The professional development will be conducted by Lead Teachers who completed Year One activities. A particular focus of this professional development will be directed to the implementation of curriculum reform in mathematics as outlined in the Alabama Course of Study adopted by the Alabama State Board of Education (April 2009). The professional development will draw upon research based best practices which 1) provide specialized learning experiences that will deepen participants' content knowledge in math and science and 2) enable a higher level of content mastery and fidelity of implementation of AMSTI best practices.

BACKGROUND: The Alabama Math, Science, and Technology Initiative (AMSTI) is the State Department of Education's (SDE) initiative to improve math and science education in Alabama. The goal of this initiative is such that all students develop the skills necessary for success in postsecondary studies and in the workforce. AMSTI was designed by a Blue Ribbon committee composed of Grade K-12 educators, higher education representatives, and business leaders. AMSTI was approved by unanimous vote of the Alabama State Board of Education in 2000.

AMSTI Sites: AMSTI has established eleven (11) local AMSTI Sites, one (1) within each Alabama Regional In-service Center area. The purpose of the AMSTI Site is to implement AMSTI in schools within the geographical region defined by the Alabama Regional In-service Center. Implementation of AMSTI includes providing schools with resources, professional development, and on-site support.

AMSTI Specialists: Site Math and Science specialists, employees of the university where their site is housed, provide frequent, on-going, on-site assistance to AMSTI; assist AMSTI schools in effectively using learning teams (study groups) and common planning time to improve math and science instruction; assist in developing a cadre of certified trainers to support current and future training programs; offer periodic professional development to established AMSTI Schools; and provide training and guidance to AMSTI School lead teachers.

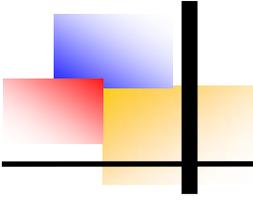
AMSTI Lead Teachers: Each school participating in AMSTI is required to have a math and science Lead Teacher capable of assisting local school staff and serving as a liaison to AMSTI site specialists. School principals using the following criteria select AMSTI Lead Teachers based upon: Current certification in Alabama, Highly Qualified Status or Nationally Board Certification, minimum of 5 years classroom experience, knowledgeable in content area(s)(mathematics and/or science), demonstrated outstanding performance in classroom instruction as measured by student achievement, good human relations skills, flexible and open to new ideas, demonstrated computer competency, recognized leader within the faculty and good organizational skills.

These Lead Teachers provide assistance in planning, the location and use of resources, curriculum implementation, deepening content knowledge, assessment, instructional methodologies, and classroom and laboratory management when the AMSTI Site Specialists are not available.

ELIGIBLE APPLICANTS: Preferably institutions of higher education in Alabama that have developed and managed professional development modules for AMSTI Lead Teachers. All proposals must comply with other components of the RFP (*i.e.*, evaluation, reports, *etc.*)

AMSTI STATE CONTACTS: For additional information on the AMSTI program and the Lead Teacher Enhancement project, contact:

Shelia V. Patterson
Mathematics Administrator, AMSTI
Alabama Department of Education
Gordon Persons Building, Room 3323
Montgomery, AL 36130
334-353-9151
spatterson@alsde.edu



APPENDIX C

“HIGH NEED” LEAs

(Local Education Agencies [School Districts])

**Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U. S. Department of Education**

**“HIGH NEED” LOCAL EDUCATION AGENCIES
(LEAs / School Districts)***

Non-Regulatory Guidance, section G-5:

A high-need LEA [school district] is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

For your convenience, the most recent Census Bureau data on poverty percentages for Alabama school districts are given on the next three pages.

*** Non-Regulatory Guidance, section G-6:**

The Department has determined that the only uniform and consistent data that reflect the number or percentage of children served by the agency from families with incomes below the poverty line ... are data periodically collected and reported by the U. S. Census Bureau. The Census Bureau’s poverty data reflect an estimate of the number of these children for nearly every school district in the United States that has geographic boundaries. The Census Bureau’s most current poverty data may be found on its website [<http://www.census.gov/cgi-bin/saipe/saipe.cgi>]. (Note: the Census Bureau data does not include poverty data for newly created districts, including new charter schools.)

Non-Regulatory Guidance, section G-7:

However, a SAHE-funded partnership that includes the required IHE and high-need LEA may also include other LEAs, whether or not they are high-need LEAs under the statutory definition.

U. S. Census Bureau

<http://www.census.gov/cgi-bin/saige/saige.cgi>

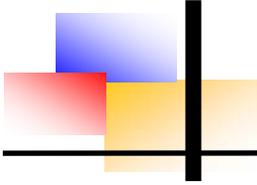
Estimates for Alabama School Districts - 2007

(The most recent year for which Census Bureau data are available)

School District	Total population	Population of Relevant Children 5-17 years old	Est. No. of Relevant Children 5-17 years old in poverty related to householder
ALBERTVILLE CITY SCHOOL DISTRICT	18,138	3,165	573
ALEXANDER CITY SCHOOL DISTRICT	17,272	2,914	934
ANDALUSIA CITY SCHOOL DISTRICT	8,714	1,386	436
ANNISTON CITY SCHOOL DISTRICT	24,500	3,957	1,236
ARAB CITY SCHOOL DISTRICT	8,612	1,494	278
ATHENS CITY SCHOOL DISTRICT	20,286	3,406	597
ATTALLA CITY SCHOOL DISTRICT	6,646	1,109	264
AUBURN CITY SCHOOL DISTRICT	46,787	5,136	728
AUTAUGA COUNTY SCHOOL DISTRICT	48,454	9,599	1,228
BALDWIN COUNTY SCHOOL DISTRICT	162,749	27,333	4,260
BARBOUR COUNTY SCHOOL DISTRICT	14,736	2,291	729
BESSEMER CITY SCHOOL DISTRICT	29,639	5,426	1,815
BIBB COUNTY SCHOOL DISTRICT	21,454	3,898	802
BIRMINGHAM CITY SCHOOL DISTRICT	240,048	42,018	13,989
BLOUNT COUNTY SCHOOL DISTRICT	49,431	9,032	1,370
BOAZ CITY SCHOOL DISTRICT	8,020	1,288	341
BREWTON CITY SCHOOL DISTRICT	5,423	938	255
BULLOCK COUNTY SCHOOL DISTRICT	11,011	1,948	801
BUTLER COUNTY SCHOOL DISTRICT	20,642	3,770	1,111
CALHOUN COUNTY SCHOOL DISTRICT	59,341	10,321	1,730
CHAMBERS COUNTY SCHOOL DISTRICT	27,705	4,887	1,000
CHEROKEE COUNTY SCHOOL DISTRICT	24,592	3,911	894
CHILTON COUNTY SCHOOL DISTRICT	41,648	7,525	1,531
CHOCTAW COUNTY SCHOOL DISTRICT	14,727	2,632	725
CLARKE COUNTY SCHOOL DISTRICT	20,872	4,061	1,135
CLAY COUNTY SCHOOL DISTRICT	13,920	2,320	444
CLEBURNE COUNTY SCHOOL DISTRICT	14,302	2,444	466
COFFEE COUNTY SCHOOL DISTRICT	14,188	2,448	421
COLBERT COUNTY SCHOOL DISTRICT	24,953	4,343	877
CONECUH COUNTY SCHOOL DISTRICT	13,227	2,402	836
COOSA COUNTY SCHOOL DISTRICT	11,133	1,913	438
COVINGTON COUNTY SCHOOL DISTRICT	21,505	3,657	817
CRENSHAW COUNTY SCHOOL DISTRICT	13,598	2,297	699
CULLMAN CITY SCHOOL DISTRICT	14,589	2,199	334
CULLMAN COUNTY SCHOOL DISTRICT	64,121	11,135	2,039
DALE COUNTY SCHOOL DISTRICT	14,624	2,786	635
DALEVILLE CITY SCHOOL DISTRICT	9,768	1,913	420
DALLAS COUNTY SCHOOL DISTRICT	24,621	5,084	2,056
DECATUR CITY SCHOOL DISTRICT	55,317	9,783	2,095
DEKALB COUNTY SCHOOL DISTRICT	53,843	9,542	2,288
DEMOPOLIS CITY SCHOOL DISTRICT	7,621	1,532	491
DOTHAN CITY SCHOOL DISTRICT	61,399	10,787	2,277
ELBA CITY SCHOOL DISTRICT	5,779	974	311
ELMORE COUNTY SCHOOL DISTRICT	66,281	11,830	2,160
ENTERPRISE CITY SCHOOL DISTRICT	25,665	4,525	921
ESCAMBIA COUNTY SCHOOL DISTRICT	32,490	5,458	1,448
ETOWAH COUNTY SCHOOL DISTRICT	56,707	10,052	1,724
EUFAULA CITY SCHOOL DISTRICT	13,555	2,687	648
FAIRFIELD CITY SCHOOL DISTRICT	12,219	2,477	622
FAYETTE COUNTY SCHOOL DISTRICT	16,872	2,793	680
FLORENCE CITY SCHOOL DISTRICT	36,077	5,315	1,477

School District	Total population	Population of Relevant Children 5-17 years old	Est. No. of Relevant Children 5-17 years old in poverty related to householder
FORT PAYNE CITY SCHOOL DISTRICT	13,522	2,223	432
FORT RUCKER SCHOOL DISTRICT	6,016	1,239	159
FRANKLIN COUNTY SCHOOL DISTRICT	21,897	3,806	1,781
GADSDEN CITY SCHOOL DISTRICT	38,852	6,265	896
GENEVA CITY SCHOOL DISTRICT	6,063	997	353
GENEVA COUNTY SCHOOL DISTRICT	19,575	3,238	759
GREENE COUNTY SCHOOL DISTRICT	9,663	1,956	745
GUNTERSVILLE CITY SCHOOL DISTRICT	7,795	1,258	282
HALE COUNTY SCHOOL DISTRICT	18,200	1,511	1,324
HALEYVILLE CITY SCHOOL DISTRICT	8,982	3,554	491
HARTSELLE CITY SCHOOL DISTRICT	12,308	2,284	289
HENRY COUNTY SCHOOL DISTRICT	16,560	2,711	632
HOMWOOD CITY SCHOOL DISTRICT	24,888	3,348	414
HOOVER CITY SCHOOL DISTRICT	65,728	11,545	825
HOUSTON COUNTY SCHOOL DISTRICT	33,215	6,331	1,023
HUNTSVILLE CITY SCHOOL DISTRICT	173,603	28,629	4,320
JACKSON COUNTY SCHOOL DISTRICT	38,828	6,754	1,448
JACKSONVILLE CITY SCHOOL DISTRICT	8,471	983	195
JASPER CITY SCHOOL DISTRICT	13,989	2,175	355
JEFFERSON COUNTY SCHOOL DISTRICT	216,352	37,432	5,998
LAMAR COUNTY SCHOOL DISTRICT	14,867	2,407	515
LANETT CITY SCHOOL DISTRICT	7,668	1,451	319
LAUDERDALE COUNTY SCHOOL DISTRICT	51,367	8,766	1,470
LAWRENCE COUNTY SCHOOL DISTRICT	34,496	6,235	1,245
LEE COUNTY SCHOOL DISTRICT	48,240	9,715	1,090
LEEDS CITY SCHOOL DISTRICT	10,615	1,838	376
LIMESTONE COUNTY SCHOOL DISTRICT	50,073	8,922	1,214
LINDEN CITY SCHOOL DISTRICT	5,047	958	266
LOWNDES COUNTY SCHOOL DISTRICT	12,954	2,612	892
MACON COUNTY SCHOOL DISTRICT	22,684	4,050	1,432
MADISON CITY SCHOOL DISTRICT	31,350	6,848	385
MADISON COUNTY SCHOOL DISTRICT	93,240	18,667	1,810
MARENGO COUNTY SCHOOL DISTRICT	9,156	1,872	576
MARION COUNTY SCHOOL DISTRICT	24,486	3,816	969
MARSHALL COUNTY SCHOOL DISTRICT	44,988	8,007	2,097
MAXWELL AFB SCHOOL DISTRICT	5,715	412	20
MIDFIELD CITY SCHOOL DISTRICT	5,575	1,153	247
MOBILE COUNTY SCHOOL DISTRICT	399,851	77,632	20,566
MONROE COUNTY SCHOOL DISTRICT	23,545	4,681	1,182
MONTGOMERY COUNTY SCH DISTRICT	215,063	40,504	8,982
MORGAN COUNTY SCHOOL DISTRICT	46,232	8,206	1,414
MOUNTAIN BROOK CITY SCH DISTRICT	20,569	4,211	144
MUSCLE SHOALS CITY SCHOOL DISTRICT	12,095	2,146	317
ONEONTA CITY SCHOOL DISTRICT	6,069	918	137
OPELIKA CITY SCHOOL DISTRICT	25,983	5,083	1,118
OPP CITY SCHOOL DISTRICT	6,750	1,060	287
OXFORD CITY SCHOOL DISTRICT	15,591	2,769	470
OZARK CITY SCHOOL DISTRICT	17,252	3,221	802
PELL CITY SCHOOL DISTRICT	25,976	4,491	860
PERRY COUNTY SCHOOL DISTRICT	11,308	2,386	1,034
PHENIX CITY SCHOOL DISTRICT	28,348	5,344	1,395
PICKENS COUNTY SCHOOL DISTRICT	20,135	3,829	1,045
PIEDMONT CITY SCHOOL DISTRICT	6,913	1,101	336
PIKE COUNTY SCHOOL DISTRICT	15,581	2,857	1,053

School District	Total population	Population of Relevant Children 5-17 years old	Est. No. of Relevant Children 5-17 years old in poverty related to householder
RANDOLPH COUNTY SCHOOL DISTRICT	15,956	2,867	661
ROANOKE CITY SCHOOL DISTRICT RUSSELL	6,620	1,195	340
COUNTY SCHOOL DISTRICT	23,135	4,499	928
RUSSELLVILLE CITY SCHOOL DISTRICT	8,830	1,495	395
SCOTTSBORO CITY SCHOOL DISTRICT	14,655	2,389	591
SELMA CITY SCHOOL DISTRICT	19,557	3,676	1,588
SHEFFIELD CITY SCHOOL DISTRICT	9,584	1,590	474
SHELBY COUNTY SCHOOL DISTRICT	152,238	27,793	2,123
ST. CLAIR COUNTY SCHOOL DISTRICT	44,613	8,001	1,391
SUMTER COUNTY SCHOOL DISTRICT	13,761	2,805	1,122
SYLACAUGA CITY SCHOOL DISTRICT	12,800	2,242	639
TALLADEGA CITY SCHOOL DISTRICT	17,295	2,966	739
TALLADEGA COUNTY SCHOOL DISTRICT	47,659	8,374	1,756
TALLAPOOSA COUNTY SCHOOL DISTRICT	21,836	3,808	936
TALLASSEE CITY SCHOOL DISTRICT	9,075	1,603	414
TARRANT CITY SCHOOL DISTRICT	6,958	1,211	405
THOMASVILLE CITY SCHOOL DISTRICT	6,210	1,253	377
TROY CITY SCHOOL DISTRICT	13,912	2,126	549
TRUSSVILLE CITY SCHOOL DISTRICT	13,842	2,849	181
TUSCALOOSA CITY SCHOOL DISTRICT	79,501	10,928	2,881
TUSCALOOSA COUNTY SCHOOL DISTRICT	88,895	16,814	2,909
TUSCUMBIA CITY SCHOOL DISTRICT	7,965	1,162	278
VESTAVIA HILLS CITY SCHOOL DISTRICT	30,304	5,332	308
WALKER COUNTY SCHOOL DISTRICT	55,991	9,398	1,985
WASHINGTON COUNTY SCHOOL DISTRICT	17,726	3,520	829
WILCOX COUNTY SCHOOL DISTRICT	12,908	2,805	1,258
WINFIELD CITY SCHOOL DISTRICT	6,395	1,088	255
WINSTON COUNTY SCHOOL DISTRICT	15,996	2,717	713



APPENDIX D

Developing a Project Evaluation Plan

APPENDIX D

DEVELOPING A PROJECT EVALUATION PLAN

To assist in developing and conducting project evaluation, ACHE will provide an external professional consultant for evaluation, who will offer advice and assistance in designing project evaluation. This consultant will schedule meetings with project directors and evaluators regarding (1) internal and external evaluation of the project; (2) evaluation standards to assure compliance with national standards; (3) any changes needed in assessment/evaluation tools; (4) observations the consultant will conduct during project implementation; and (5) assessing project implementation with written recommendations to be provided to the project team.

Project Evaluation Plan:

To ensure a rigorous evaluation process, the following components should be included in each proposal:

- 1) Evaluation questions related directly to the proposed objectives of the project as well as questions related to follow-up activities so that use of follow-up activities may be fully integrated into both the project implementation and evaluation. Please use a matrix to describe the linkages between objectives and outcomes (See example of matrix headings below.)

Objective	Activities	Professional Development Standards	Outcomes	Instrument/ Data Source	Reliability/ Validity	Administrator/ Data Collector	Type of Evaluation Formative or Summative	Timeline
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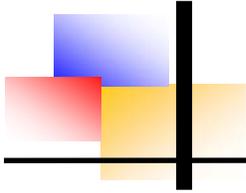
- 2) A description of the data that will be collected to answer the evaluation questions referenced in number one;
 - a. For all instruments to be used, evidence of reliability and validity of the instruments should be provided. If available, copies of data collection tools (instruments) should be attached as an appendix to the proposal.
 - b. If instruments are to be developed by the proposed Project Evaluator, methods to ensure the reliability and validity of instruments should be described.
 - c. If interviews, focus groups, and other qualitative data are to be collected, this process should be described.
- 3) The plans for data analysis should be thoroughly described. References regarding proposed methods of data analysis are encouraged.
- 4) Findings from the data analysis should be used to answer the evaluation questions.
- 5) A description of the use of formative evaluation for improving program implementation and a description of the ways in which formative evaluation will be used to ensure program integrity.

- 6) A schedule for evaluating the project during the whole period of the project grant, including on-site observation.

Additional Resources for Evaluators: <http://oerl.sri.com/>. This site provides very useful examples of evaluation plans for teacher professional development and for student outcomes. The site also provides examples of instrument development, including reliability and validity.

Qualifications for Project Evaluators:

Project evaluators should have demonstrated experience in evaluation as indicated on their résumés, which should include a list of projects the project evaluator has evaluated.



APPENDIX E

PROJECT DATA REPORT

APPENDIX E
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) { P. L. 107-110 }
Title II, Part A Subpart 3
Mastery of Content

Project Data Report

Deadline for Submission: September 15, 2010

Institution: _____
Project Name: _____
Project Director: _____
Date: _____

I. Participants

NOTE: "Participants" referred to in this report are Alabama in-service K-12 teachers, highly qualified para-professionals, and principals who are receiving professional development or being trained in the project. By this definition, pre-service students, pre-K teachers, out-of-state attendees, master teachers who lead sessions, project staff, university faculty, observers, and any others *are not participants; do not count such persons as participants.*

A. School Districts: On a separate sheet, list your participants' school districts. For private school participants, include the schools' cities and administrative agencies if different from the school name.

B. Persons Served:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
Number of participants and their students:						
How many participants are in your project?						
What is the estimated number of students in <i>all</i> of your participants' classes?						

C. Certificate Level:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants have the following certificates in the subjects they are teaching?						
AA						
A						
B						
Other (specify)						
No Certificate						

D. Degrees Earned:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants have earned the following degrees? (Count only the highest degree earned.)						
Doctorate						
Education Specialist/ Professional Diploma						
Master's Degree						
Bachelor's Degree						
Associate's Degree						
Other (specify) or no degree						

E. Grade Levels Served:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants are in the following grade levels? (Count each one only once.)						
High School						
Middle School						
Elementary School						
Kindergarten						
More than one grade level (specify)						

F. Years of Experience:

How many participants have the following years of experience in their current positions?	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	Public Schools	Private Schools	Public Schools	Private Schools	Public Schools	Private Schools
No experience						
One year or less						
2 to 5 years						
6 to 10 years						
11 to 15 years						
16 to 20 years						
21 to 25 years						
More than 25 years						

II. Project Administration:

A. Participant Contact:

1. How many total contact hours does your project have with each participant? (*Check one.*)

a. Less than 6 hours c. 19 – 30 hours e. 41 – 80 hours

b. 7 – 18 hours d. 31 – 40 hours f. More than 80 hours

2. How many months is the project in contact with participants?

3. What is the number of *pre-service* teachers impacted by the project?

3. What is the number of CEU/graduate credits, if any, offered for participation?

B. Project Staff: How many project staff members are –

1. University faculty:

2. Other university staff:

3. University students:

4. K-12 master teachers:

5. Para-professionals:

6. Others (specify):

C. As partners in this project, what is the specific role of -

1. The education college/school/division/department?

2. The arts and sciences college/school/division/department?

III. High Need School Districts:

1. On a separate sheet, list the “high-need” school districts served by the project according to the criteria stated in Appendix C of the FY2009-2010 Request for Proposal (*i.e.*, serving not fewer than 10,000 children from families with incomes below the poverty line or for which not less than 20% are from families with incomes below the poverty line).
2. What is the percent of teachers (not just project participants) in the “high-need” school districts listed above who are teaching --
 - a. With no certificate: _____
 - b. Out-of-field (*i.e.*, teaching a subject for which they are not certified): _____
 - c. With emergency, provisional, or temporary certification: _____

IV. External Funding (use a separate sheet for responses to the following items):

1. List private or public foundations, agencies, businesses, or similar donors that are currently providing funds or in-kind support for your project and the total amount (not an itemized list) of that support from each one.
2. List schools/districts that are currently providing funds or in-kind support for your project and the total amount (not an itemized list) of that support from each one.

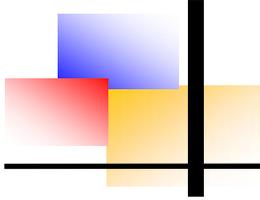
3. List funds or in-kind support your university is providing for your project and the total amount of that support.
4. List any other source of current external funds or in-kind support for your project and the amount of that support.

V. Additional Information:

Please attach documentation of any *current* awards or state/national recognition that your project or staff have received and any other information that may provide a better description of what your project is accomplishing during this reporting period. Photographs, if submitted, should identify persons, locations, and activity depicted, preferably showing participants involved in a project activity or working with students rather than posed or portrait photographs.

Submit completed report to –

Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, AL 36130-2000



APPENDIX F

Application Forms & Guidelines

F:1 APPLICATION

F:2 PROJECT ABSTRACT

F:3 BUDGET SUMMARY

F:4 BUDGET SUMMARY GUIDELINES

APPENDIX F:1
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) {P. L. 107-110}
Title II, Part A Subpart 3
Mastery of Content

APPLICATION

This appendix may be downloaded with the RFP at <http://www.ache.alabama.gov/NCLB/Index.htm> to fill in on computer and print in hard-copy to submit to ACHE at the address on page 9 of the Request for Proposal. ACHE is not able to accept proposals and reports submitted electronically.

Name of Applicant Institution: _____

Name and Address of Operating Unit:

Title of Proposed Project:

- Subject Category (check one): A. AMSTI
B. Multi-Year Projects
C. New Projects

ACHE NCLB Funds Requested: \$ _____

External Funds: \$ _____

Budget Total: \$ _____

Certification:

The person whose signature appears as project director is authorized by the applicant institution to make this proposal. If funded, the project will be implemented as approved. The applicant institution will accept responsibility for complying with all applicable state and federal requirements, including the resolution of any audit exceptions. The applicant understands and agrees to comply with all provisions of the Request for Proposal for this project.

Endorsements for the Applicant Institution:

Signature: _____

Project Director/Title: _____

Signature: _____

Fiscal Officer/Title: _____

APPENDIX F:2

**Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) { P. L. 107-110}
Title II, Part A Subpart 3
Mastery of Content**

PROJECT ABSTRACT

This appendix may be downloaded with the RFP at <http://www.ache.alabama.gov/NCLB/Index.htm> to fill in on computer and print in hard-copy to mail to ACHE. ACHE is not able to receive proposals and reports electronically.

Name of Applicant Institution: _____

Name and Address of Operating Unit:

Title of Proposed Project:

Project Director: _____

Telephone: _____

Fax: _____

E-mail: _____

Summary (200 words):

APPENDIX F:3
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) { P. L. 107-110 }
Title II, Part A Subpart 3

BUDGET SUMMARY
USDE FY2009-2010

This form may be printed and filled in by hand – *or* click [here](#) to access an Excel form, which can be saved and filled in on your computer. The Excel form will calculate most entries automatically.

Institution: _____

Project Title: _____

I. Category	ACHE NCLB FUNDS REQUESTED					VII. External/ In-Kind Support*	VIII. BUDGET TOTAL (columns VI + VII)
	II. IHE – Education	III. IHE – Arts/Sciences	IV. High-Need School District(s)	V. Other Partners (if any)	VI. TOTAL ACHE NCLB FUNDS REQUESTED		
A. Salaries							
1. Professional							
2. Non-Professional							
3. Fringe Benefits							
Total							
B. Contracted Services							
1. Individuals/Agencies							
2. Facilities/Equipment to lease or rent							
3. Evaluation							
Total							
C. Materials/Supplies							
1. Kits/Modules							
2. Books							
3. Software							
4. Office Supplies							
5. Telephone							
6. Postage/Delivery							
7. Printing							
Total							
D. Travel							
1. Project Staff							
2. Substitute Teachers							
Total							
E.1. TOTAL DIRECT COST (A to D)							
E.2. Percent of ACHE Funds Requested					100		
F. INDIRECT COST** (8% or less of line E.1)							
G. Equipment to Purchase							
H. Other							
I. TOTAL PROJECT COST (lines E.1+F+G)							

*External Funds/In-Kind Services are supplementary funds or services to be provided by any source other than the ACHE NCLB partnership grant.

**Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to no more than 8% of the total direct costs, excluding equipment.

*** Indirect cost is not allowed to be paid to school district(s).

APPENDIX F:4
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) { P. L. 107-110}
Title II, Part A Subpart 3
Mastery of Content

BUDGET SUMMARY GUIDELINES†

Prepare a breakout on a separate sheet. For example, if expenses are shown for salaries, state who will be paid and the amount each person will receive. Itemize in the same for any contract services, materials/supplies, travel, and equipment purchases, if any.

Salaries:

Professional salaries apply *only* to instructional and administrative staff of the applicant institution *i.e.*, those who are to be directly involved in the project administration, presentations, and/or research. Resumes not exceeding two pages for each of these persons must be appended to the grant application.

Non-Professional generally refers to clerical support salaries or to amounts paid to persons who provide direct staff assistance but who are not members of the institutional faculty and professional staff. Examples: secretaries, lab assistants, undergraduate student aides, *etc.*

Fringe Benefits are those normally paid by the institution to the salaried members of its faculty and staff who will be involved in the project.

Contracted Services: These are services provided to the project *other* than those provided by institutional faculty and staff, *e.g.* professional consultants, K-12 master teachers, facility/equipment rental. Resumes not exceeding two pages for each contracted person must be appended to the grant application.

Materials and Supplies: Expenses for anything consumable needed for training, including materials/supplies issued to participants for their training. **Note:** This program does not authorize expenses to supply or equip teachers' classrooms

Travel: With the exception of independent study, travel costs may be paid from the ACHE NCLB grant only for project faculty and staff. The budget may also include payment for substitute teachers in *public* schools only. Otherwise, tuition, stipends, travel, and other per diem expenses *may not be paid from the ACHE NCLB grant for participating teachers and principals.* (This restriction is intended to make the federal funds available as widely as the appropriation permits by leveraging funds from other sources, and in particular to encourage financial support from the partnership school districts.)

† The budget summary form (Appendix F:3) is not intended to show all the items that may be included within each category of expense, nor is it intended to suggest that the items listed should be included if they do not apply to an applicant's project.

Total Direct Costs: Total Lines “A” through "D" for all columns.

Percent of ACHE Funds Requested: Calculate the percent of the Total Direct Costs (line E.1) for each partner. For example, if the total direct cost for all partners (line E.1, column VI) is \$50,000 and the total direct cost for the IHE education partner (line E.1, column II) is \$5,000, then divide \$5,000 by \$50,000 and enter 10% on line E.2, column II [*i.e.* $\$5,000 / \$50,000 = .1$ or 10%]. Do not include funds budgeted from External/In-Kind Support in calculating percent. **Note:** The NCLB “Special Rule” cited below limits each partner to no more than 50% of the project grant.

Indirect Costs: USDE partnership grants are eligible to receive up to 8% of the total direct costs. Enter no more than this amount on line "H" under "Total ACHE NCLB-Funds Requested." Any indirect cost exceeding this limitation must be provided from external funds or in-kind services. **Note:** Indirect costs may *not* be paid to school districts.

Other: Funds budgeted for any other expenses *e.g.*, participant travel, stipends, and hospitality must be provided by External/In-Kind Support, not the ACHE NCLB grant.

Total Project Costs: Add the amounts in column VI (Total ACHE NCLB Funds Requested) on lines E.1, F, and G, and enter the total on line I, column VI. Also, add the amounts in column VIII (Budget Total) on lines E.1, F, G, and H, and enter this total on line I, Column VIII.

ADDITIONAL BUDGET GUIDELINES

Special Rule: The legislation requires that no partners may receive more than 50% of the funds. For example, each of three partner entities (teacher preparation division, arts and sciences, and a local school district) may share 1/3 of the total grant equally, or one may use 50% of the grant with the other two sharing 25% each, *etc.*, but none may use more than 50% of the total grant. In determining the percentage, the question to be answered is: Who is **using** the money? Under the rule, and assuming the partnership has only three partners, the institution receiving the NCLB grant could use 75% of the funds (combination of Arts and Sciences and Teacher Preparation Divisions) provided that neither unit is allocated more than 50% of the total award. An LEA would not have to receive grant funds for it to “use” funds for purposes of the “special rule.”

Approved Expenses: LEA costs could include payments for services that the LEA or its staff directly use, *e.g.*:

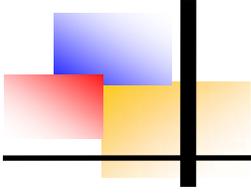
- To provide release time for teachers (substitutes)
- To provide off-the-shelf materials and supplies (products) for project activities
- To lease facilities
- To underwrite costs of master teachers (K-12) who deliver instruction (consulting contracts/fees and travel, *etc.*)

Approved Expenses for Sponsoring Institution's Percentage (Arts and Sciences or teacher preparation divisions as appropriate): Activities could include –

- Developing/adapting professional development curriculum materials for pre-service instructional purposes
- Project staff time
- Underwriting costs of materials and supplies related to the marketing of activities
- Providing administrative services (Professional/non-professional) and technical support/travel in follow-up activities for long-term, sustained professional development
- Underwriting costs associated with external evaluation of project effectiveness (consulting contracts/fees and travel, *etc.*) In some instances the consultant could also be a partner.

Indirect Costs:

- Indirect costs are based on total direct costs excluding equipment.



APPENDIX G

Expenditure Report

G:1 Expenditure Report Form

G:2 Expenditure Report Guidelines

Appendix G:1
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) P.L. 107-110. Title II, Part A/Subpart 3
Mastery of Content
EXPENDITURE REPORT
USDE FY2009-2010
Deadline for Submission: April 29, 2011

This form may be printed and filled in by hand – or click [here](#) to access an Excel form, which can be saved and filled in on your computer. The Excel form will calculate most entries automatically.

Institution: _____ **Project:** _____
Project Director: _____ **Signature:** _____
Telephone: _____ **E-mail:** _____ **Date:** _____
Fiscal Agent – Title: _____ **Signature:** _____

I. Category	II. IHE – Education	III. IHE – Arts/Sciences	IV. High-Need School District(s)	V. Other Partners (if any)	VI. TOTAL ACHE NCLB FUNDS EXPENDED
A. Salaries					
1. Professional					
2. Non-Professional					
3. Fringe Benefits					
Total					
B. Contracted Services					
1. Individuals/Agencies					
2. Facilities/Equipment leased or rented					
3. Evaluation					
Total					
C. Materials/Supplies					
1. Kits/Modules					
2. Books					
3. Software					
4. Office Supplies					
5. Telephone					
6. Postage/Delivery					
7. Printing					
Total					
D. Travel					
1. Project Staff					
2. Substitute Teachers					
Total					
E.1. TOTAL DIRECT COST (A to D)					
E.2. Percent of ACHE Funds Expended					100%
F. INDIRECT COST* (8% or less of line E.1)					
G. Equipment Purchased					
H. TOTAL PROJECT COST (lines E.1 + F + G)					
I. Project Funds Received					
J. Balance Due from ACHE					
K. Balance to Refund to ACHE					

*Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to no more than 8% of the total direct costs, excluding equipment.

** Indirect cost is not allowed to be paid to school district(s).

APPENDIX G:2

ALABAMA COMMISSION ON HIGHER EDUCATION (ACHE)

No Child Left Behind (NCLB)

Improving Teacher Quality

EXPENDITURE REPORT GUIDELINES

The Expenditure Report mirrors the Budget Summary found in Appendix F:3. However, instead of projecting expenses at the start of the project, this form reports actual expenses at the end of the project.

If in doubt about any item, please consult the ACHE Title II NCLB program staff before preparing this report. Any amounts listed in the expenditure report that are determined to be disallowed will not be paid, even if not questioned previously, and will be deducted from any balance otherwise remaining for the grant.

General Instructions:

- Attach documentation for all expenses paid or invoiced by the date of the report. For example, if expenses are shown for salaries, state who was paid and the amount paid. Document in the same way for any contract services, and include invoices or proof of payment for materials/supplies, travel, and equipment purchases, if any. *Note that this form reports actual expenses; estimating additional expenses anticipated after the date of the Expenditure Report that are not already invoiced is not permitted. Any expenses reported that are not documented as paid or invoiced will be disallowed.*
- Report only expenses paid from the ACHE NCLB grant. Do not include expenses paid by external/in-kind sources.
- Accounting categories, codes, or labels of the institution sponsoring ACHE NCLB projects do not apply to this report. Be sure to translate as necessary into the categories described in these guidelines in order to avoid possible delay in payment of the final installment of the grant.
- Column VI “Total ACHE NCLB Funds Expended” is the total amount for all project expenses paid or invoiced to be charged to the grant up to the date of the Expenditure Report. *The grant will not pay for any estimated expenses or for any charges that are invoiced after the Expenditure Report deadline.*
- The Expenditure Report must be *postmarked* or *received* at ACHE by the deadline. After the deadline, the project account will be closed, and any remaining grant balance may be forfeited.

II. LINE CATEGORIES

Salaries:

Professional salaries apply *only* to instructional and administrative staff of the applicant institution, *i.e.* those who are to be directly involved in the project administration, presentations, and/or research.

Non-Professional generally refers to clerical support salaries or to amounts paid to persons who provide direct staff assistance but who are not members of the institutional faculty and professional staff. Examples: secretaries; lab assistants; undergraduate student aides; *etc.*

Fringe Benefits are those normally paid by the institution to the salaried members of its faculty and staff involved in the project.

Contracted Services: These are funds for services other than those provided by institutional faculty and staff, *i. e.* professional consultants or K-12 master teachers, facility/equipment rental. **Note:** Any salaried member of the project institution who is paid by the grant should be included above in “Salaries,” *not* in contracted services.

Materials and Supplies: Expenses for anything consumable or provided for participants, project administration, printing and production costs, and communication services (telephone, mail, *etc.*). **Note:** Any materials/supplies purchased must be necessary to administer or conduct the professional development offered by the grant project. *Funds are not available to supply or equip participants’ classrooms.*

Travel: Travel costs for project faculty and staff and for participants in a project for independent study listed with “staff” may be paid from the ACHE NCLB grant. In addition, expenses for substitute teachers in public schools are allowable. Among expenses that are *not* allowed to be paid from the grant are tuition and payments for substitute teachers in private schools. Also not allowed to be paid from the grant are stipends, travel, and other per diem expenses for participants who are not in an independent study project.

Percent of ACHE Funds Expended: Calculate the percent of the Total Direct Costs (line E.1) for each partner. For example, if the total direct cost for all partners (line E.1, column VI) was \$50,000 and the total direct cost for the IHE education partner (line E.1, column II) was \$5,000, then divide \$5,000 by \$50,000 and enter 10% on line E.2, column II [*i.e.* $\$5,000 / \$50,000 = .1$ or 10%]. **Note:** The NCLB “Special Rule” cited in Appendix F:4 limits each partner to no more than 50% of the grant.

Indirect Costs: USDE partnership grants are eligible to receive up to 8% of the total direct costs. Enter no more than this amount on line "F" under "Total ACHE NCLB Funds Expended." Any indirect cost exceeding this limitation must be provided from external funds or in-kind services. **Note:** Indirect costs may *not* be paid to LEA partners

Total Project Costs: Add the amounts in column VI on lines E.1, F, G, and enter the total on line H, column VI.

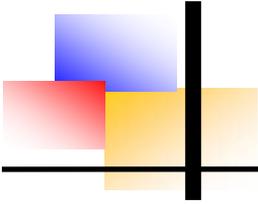
Project Funds Received: Enter the amount of ACHE NCLB funds the institution has received to date on line I.

Balance Due from ACHE. Assuming that the total project expenses (line H) are greater than the amount on line I, enter the difference on line J.

Balance to Refund to ACHE. If the total project costs (line H) are less than the amount on line I, enter the difference on Line K. At the same time, have your Business Office **prepare a check for this amount payable to the Alabama Commission on Higher Education and send it to the ACHE Office of Institutional Effectiveness and Planning with a copy of the Expenditure Report.**

If the total project costs are the same as the project funds already received, there will be no refund to return to ACHE *and* no balance will remain for ACHE to pay on the grant. In this case, enter the same amounts on lines "H" and "I," and leave "J" and "K" blank.

Note also that the total amount ACHE provides cannot exceed the total grant of NCLB funds approved for the project.



APPENDIX H

Statement of Assurances

APPENDIX H

Alabama Commission on Higher Education (ACHE)

No Child Left Behind Act (NCLB) { P. L. 107-110 }

Title II, Part A Subpart 3

Mastery of Content

STATEMENT OF ASSURANCES

The applicant hereby assures that the project will comply with all of the following:

1. The applicant will comply with the regulations, policies, guidelines and requirements, including 45 CFR Part 74 and OMB Circulars No. A-102, A-133, and applicable costs principles Circulars: A-21, "Educational Institutions"; A-87, "Cost Principles for State and Local Governments"; and A-122, "Nonprofit Organizations") as they relate to the application, acceptance, and use of federal funds for this federally assisted project.
2. The applicant will comply with Title II of the Civil Rights Act of 1964 (P. L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance and will immediately take any measures to effectuate this agreement.
3. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs or activities receiving federal financial assistance.
4. The applicant will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
5. All promotional materials and documents developed in support of the project will credit the *No Child Left Behind*/Title II Program administered by the Alabama Commission on Higher Education.
6. The project will be announced and available to teachers and principals in both public and private schools.
7. The applicant will provide data on participants as requested by the U.S. Department of Education by completing a Project Data Report and such other reports as are required by the Request for Proposal.

- 8. As a condition of eligibility for a grant offered in this Request for Proposal, the applicant certifies that the institution sponsoring the grant project provides now, and will continue to provide for the duration of the grant, a drug-free workplace, *i.e.* a site for the performance of work done in connection with a specific grant at which employees of the grantee are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance and otherwise comply with the requirements of the federal Drug-Free Workplace Act of 1988.

- 9. The applicant will retain records of the program for three years (EDGAR Section 74.53(b)) and will allow access to those records for purposes of review and audit.

Certification of assurances for the applicant institution:

Institution: _____

Project Title: _____

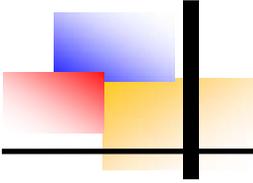
Project Director/Title (print): _____

Signature: _____

Official Certifying for the Institution/Title: _____

Signature: _____

Date: _____



APPENDIX I

PROPOSAL EVALUATION CRITERIA

APPENDIX I
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) { P. L. 107-110}
Title II, Part A Subpart 3
Mastery of Content

PROPOSAL EVALUATION CRITERIA

- 1. Project Need and Objectives (25 points):** To what extent will project activities meet the objectives of this grant program as stated in the RFP? Specifically –
 - a. Will the project provide long-term, sustained professional development? Will it ensure that teachers and highly qualified paraprofessionals, and if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and/or principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects?
 - b. How well will the project increase content knowledge or understanding of educational problems, issues, or effective teaching strategies for participants statewide? How much potential does the project have to impact the participants' students?
 - c. How well will the project support the Alabama State Board of Education (SBE) professional development standards (RFP Appendix A:1 and A:2) and the Alabama Course(s) of Study applicable to the subject area(s)?

- 2. Project Design: Management, Activities (30 points):** How well will the project management and activities meet the project's objectives? Specifically –
 - a. Is there demonstrated relevance and commitment of each partner to the project? Is the *role* of each partner clearly evident?
 - b. Will the workshops/institutes be effectively organized and administered?
 - c. How appropriate are the locations for project activities, proposed session dates, and participant requirements?
 - d. How adequate is the instructional plan? How appropriate are the methods and materials for the project? If the program is designed to include mentors, is their role clearly identified and will they be properly selected and trained?
 - e. Will the project provide continuing support and technical assistance during the school year, including an emphasis on technology to improve student learning?

3. Budget and Cost Effectiveness (15 points):

- a. Is the budget cost-effective?
- b. Are expenses reasonable to support the project's objectives?
- c. Will the project leverage funding from other sources?

4. Quality of Key Personnel (15 points): How well are the staff and partners qualified and capable to achieve the project's objectives? [See résumés attached to the proposal.] Specifically –

- a. Considering training and experience, are the project's key personnel properly qualified to provide the administrative leadership necessary to carry out the activities of the project?
- b. Are the project's instructional personnel properly qualified to provide training to meet the project's objectives?
- c. Are the time commitments of the project director and other key personnel appropriate and adequate to meet the objectives of the project?

5. Project Evaluation Plan (15 points): How adequate is the plan for project evaluation? Specifically –

- a. Are evaluation questions provided? Are evaluation questions related to the planned follow-up included?
- b. Do the evaluation questions adequately assess the project objectives and implementation (formative evaluation)?
- c. Are all project objectives measurable?
 - 1) Have the assessment tools been described with respect to reliability and validity?
 - 2) If assessment tools are to be developed by the project evaluator, what procedures will be used to ensure reliable and valid assessment tools?
- d. Is a process in place to monitor progress toward meeting project goals throughout the whole period of the project?