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 2008-2009

Improving Teacher Quality
Mastery of Content

Closing Date:
September 15, 2008

Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
100 North Union Street
Montgomery, Alabama 36104-3758
Phone: (334)242-1998
Fax: (334)242-0268
Website: www.ache.state.al.us

TABLE OF CONTENTS

APPENDICES

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 (RFP)

The Alabama Commission on Higher Education (ACHE) invites proposals for competitive grants authorized by the NCLB legislation to eligible partnerships. 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:

- Provide long-term, sustained, high-quality professional development for Alabama K-12 teachers, highly qualified paraprofessionals, and if appropriate, principals;
- Provide access statewide to both public and private schools in high-need local school districts;
- Improve teacher knowledge of core academic subjects that increases student performance in content areas; and are aligned with the Standards of Effective Professional Development and Technology Professional Development Standards adopted by the State Board of Education.   See Appendix A:1, page 13 and A:2, page 14.

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:

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

---

[1] The "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 Eisenhower Professional Development Program.

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

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

CATEGORIES

Award Categories:

Proposals will be considered in one of three categories: A) *Alabama Math, Science, and Technology Initiative;* B) multi-year awards; C) new programs.

Category A. Alabama Math, Science, and Technology Initiative (AMSTI). A single grant will be awarded for a state wide project that supports the 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, page 17.

Category B. Continuation of multi-year grant projects awarded in FY 2007-2008. In order to provide long-term, sustained, high quality professional development for K-12 teachers, multi-year proposals are given priority for funding when competing with other proposals. NOTE: A significant departure in goals, content, or project activities will be regarded as a proposal for *Category C* consideration.

Category C. New Projects. A limited number of grants may be available for projects offering professional development in any core subject designed to improve content knowledge of teachers and principals after *Category A* and *Category 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

NOTE: ACHE reserves the right to withhold grants in any category if in its judgment no proposal merits 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 agrees to establish partnerships with:

- The institution's teacher-principal education division;
- A school/division/department of arts and sciences; and
- At least one high-need local school district. See Appendix C, Section I-5, page 21-24 for USDE Non-Regulatory Guidance and 2005 Census Poverty Data for Alabama school districts (referred to as LEAs: Local Education Agencies).

In this context, 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 other support for the project in a direct and material way. A partner is not just an endorsement for the proposal or approval of the project.

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 FOLLOW-UP

Proposals should be explicit in stating how planned follow-up activities will reinforce project objectives. Follow-up 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 follow-up activities serve to enhance the programmatic objectives stated on page one of this RFP.

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 met. See Appendix D, page 27 for guidelines to the development of a Project Evaluation Plan. Proposals for ACHE NCLB grants *must provide for*:

- An external evaluator, i.e., 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 content area (documentation of expertise must be attached to the project proposal);
- An evaluation of the project during the whole period of its activities, not just summer workshops/institutes;
- A final written report to be completed and submitted to the project director.

FUNDING

Multi-year Projects:

While multi-year projects are encouraged, grants in this program are awarded competitively each year and on a cost reimbursable basis through an appropriation to the ACHE for NCLB. 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 funds.

External Support:

Support from external sources (*i.e.*, sources other than the ACHE grant) is desirable and is a factor in determining selection of proposals to be funded. Preference 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

Project Data Report: Deadline is September 15, 2009.

This is a report of demographic data on participants and other information about the project. *The form for this report is at Appendix E, page 31.*

Expenditure Report: Deadline is April 30, 2010.

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 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:1, page 47. *The form for this report is in Appendix G:2, page 49.*

Project Director's Report: Deadline is June 1, 2010.

The project director's final report should describe the success of the project, its achievements, and recommendations for improvement. It also should provide evidence of how the results were determined, and identify any honors or awards (state or national) the project received. *There is no prescribed form for this report.* The external evaluator's report is included as part of the project director report also includes the external evaluation report (see "Project Evaluation, "page3.) Two copies are required.

GENERAL GUIDELINES

Federal Compliance:

NCLB projects <u>must</u>:

- Focus on core content knowledge, not on teaching methods or other pedagogical concerns;
- Provide professional development for in-service teachers, paraprofessionals, and principals; and
- Provide evidence that teachers in private schools know they are eligible to participate.

<u>NOTE</u>: Projects may not include the provision for equipment 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.

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, a 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 grants. The sample statements below 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. (*Name any other federal programs 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, 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. Forms for the application and reports are in the appendices of this RFP beginning on page 39. Application forms for the proposal and project reports are also available online in the RFP for FY 2008-2009 at http://www.ache.alabama.gov/NCLB/Index.htm. *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, page 39. 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, page 40, prepare a 200-word summary of the proposed project. Include the program objectives, a statement of the methods to be employed, a statement of the significance of and the project's impact on meeting the NCLB objectives stated on page one of this RFP.

Table of Contents:

Follow a standard style, listing all section headings 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 of 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 State Board of Education (SBE) Standards for Effective Professional Development (see Appendix A:1, page 13), the SBE Technology Professional Development Standards (see Appendix A:2, page 14), 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, page 21). 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, page 17 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 *Category 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.
- *Catergory C* proposals follow the guidelines in Appendix F.

Project Design.

Describe the following:

- The role of each of the institution's partners; the teacher-principal education division and the school/division/department of arts and sciences. Descriptions should include 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, and
- 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. Describe the relevance and demonstrated commitment of each partner to 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.

Appendices:

Following the narrative, provide the following material in this order:

- *Budget Summary.* Complete the budget summary form provided in Appendix F:3, page 41 and attach a breakout of proposed expenses. Guidelines for the budget summary are provided in Appendix F:4, page 42.
- *Resumes of Key Personnel.* Provide resumes of *not more than two (2) pages* each for the institutional and support staff (project administers, workshop instructors, consultants, etc.). NOTE: Vitae of more than two (2) pages may result in delay or rejection of the application.
- *Partnership Documentation.* 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).* Must be provided to use off-site facilities, if applicable.
- *Copyright/license release.* If applicable, permission to copy cannot be assumed for "educational purposes" without permission from the copyright/license owner. 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.

Enclosures:

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

- *Statement of Assurances*. (See Appendix H, page 53). Submit one (1) copy signed by an official representing the institution/organization applying for the grant and the fiscal officer; and an
- *A-133 Audit Report* for your institution.

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, page 57. 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 judgment no proposal merits funding.

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

APPLICATION DEADLINE AND ANNOUNCEMENT OF AWARDS

An original and nine (9) 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. Proposals may be submitted either in print or on compact discs (CD).

CD submissions must include:

- Nine (9) duplicate CDs of the complete proposal;
- Print copies of the following:
    - One print copy of complete proposal with original signatures on the application form
    - Signed Statement of Assurance
    - A-133 Audit Report

The proposal 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 15, 2008.** Announcement of grants to be awarded is expected to be made by **January 5, 2009.**

If proposals are submitted for overnight delivery, use a commercial delivery service such as UPS, FedEx, DHL, Airborne Express, *etc.* **Do not use USPS overnight express mail.** (USPS does not deliver mail directly to the Commission that requires delivery verification, including certified, registered, and overnight express mail.)

<table>
<tr><td><u>*Mailing address*:</u></td><td><u>*Delivery address:*</u></td></tr>
<tr><td>Office of Institutional Effectiveness
   and Planning
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000</td><td>Office of Institutional Effectiveness
   and Planning
Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36104-3758</td></tr>
</table>

Questions may be directed to:

Dr. Elizabeth C. French, Director *-- or --* Office of Institutional Effectiveness and Planning Telephone: (334)242-2179 elizabeth.french@ache.alabama.gov	Dr. James Conely Title II Staff Assistant Telephone: (334)242-2235 jim.conely@ache.alabama.gov

APPENDIX A

ALABAMA 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

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

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. (v) design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	(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.
(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. (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. (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.	(v) use prevalent technology-based managerial, financial, and operational systems used in Alabama schools. (vi) use technology to facilitate effective assessment and evaluation, including: the collection, analysis, and interpretation of data and communication of findings to improve 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.
(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.
** Approved by Alabama Board of Education, August 2004.

APPENDIX B

**ACHE AMSTI LEAD TEACHER
ENHANCEMENT PROGRAM PROPOSAL**

ACHE AMSTI LEAD TEACHER ENHANCEMENT PROGRAM PROPOSAL

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 education and for careers 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 participating AMSTI school is required to have a math and science classroom teacher who is capable of assisting local school staff and serving as a liaison to AMSTI site specialists. These Lead Teachers provide assistance in planning, the location and use of resources, curriculum implementation, deepening content knowledge, assessment, instructional, methodologies (best practices), and classroom and laboratory management when the AMSTI Site Specialists are not available.

ACHE NCLB AMSTI Math/Science Professional Development Program for Lead Teachers:

The scope of this project is to provide professional development for 450 AMSTI math and science lead teachers as well as 200 principals. The *Lead Teacher* professional development program will draw upon research-based best practices:

- To expand the concept of math and science teachers as leaders;
- To empower teachers by enhancing and using their leadership potential;
- To provide specialized learning experiences that will broaden participants' content knowledge of math and science; and
- To encourage and develop a knowledge base of effective practices that can be shared with peers.

---

* School principals using the following criteria select AMSTI Lead Teachers: Current certification in Alabama; Highly Qualified Status or Nationally Board Certified; minimum of 5 years classroom experience; knowledge in content area(s) (math 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.

<u>AMSTI Project Description:</u>

Provide ongoing job-embedded professional development for Math & Science Lead Teachers during five days of release time that has significant and meaningful math and science content that models research based instructional strategies.

<u>Day One</u>. A Professional Learning Teams (PLT) expert will provide professional development to school leadership teams comprised of Math and Science Lead Teachers, and the principal. The professional development will enable each school leadership team to initiate Professional Learning Teams within their schools. Professional development will include analysis of student data to focus to the school Leadership Teams on setting specific learning goals. The goals will be incorporated into Professional Learning Plans. The grant will provide funding for the PLT expert, materials needed for training, and release time (substitute pay) for the Lead Teachers.

<u>Days 2-5</u>.   These days will be divided into 8 half days allowing Lead Teachers time to meet during the regular school day with grade-alike or subject-alike learning teams to identify research-based, proven learning strategies to address goals, work collaboratively to fully implement AMSTI instructional best practices, and measure how well learning strategies help students meet the learning goals set by learning teams.

<u>Evaluation</u>.   The entity receiving a grant shall develop an evaluation and accountability plan for activities of the project that include rigorous objectives that measure the impact of the activities.

*<u>Eligible Applicants</u>***.** Preferably institutions of higher education in Alabama that have developed and managed professional development modules for AMSTI Lead Teachers.

*<u>AMSTI State Contacts</u>***.** For additional information on the AMSTI program and the Lead Teacher Enhancement project, contact:

<div align="center">

Shelia V. Patterson
Mathematics Specialist, AMSTI
Alabama Department of Education
3323 Gordon Persons Building
Montgomery, AL 36130-2101
(334)353-9151
spatterson@alsde.edu

</div>

APPENDIX C

"HIGH NEED" LEAs
(Local Education Agencies [School Districts])

APPENDIX C

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 I-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 (3) pages.

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	934
ALEXANDER CITY SCHOOL DISTRICT	17,272	2,914	573
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
FORT PAYNE CITY SCHOOL DISTRICT	13,522	2,223	432

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 RUCKER SCHOOL DISTRICT	6,016	1,239	159
FRANKLIN COUNTY SCHOOL DISTRICT	21,897	3,806	896
GADSDEN CITY SCHOOL DISTRICT	38,852	6,265	1,781
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	3,554	1,324
HALEYVILLE CITY SCHOOL DISTRICT	8,982	1,511	491
HARTSELLE CITY SCHOOL DISTRICT	12,308	2,284	289
HENRY COUNTY SCHOOL DISTRICT	16,560	2,711	632
HOMEWOOD 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 DISTRIC	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 SCHOOL DISTRICT	215,063	40,504	8,982
MORGAN COUNTY SCHOOL DISTRICT	46,232	8,206	1,414
MOUNTAIN BROOK CITY SCHOOL 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
RANDOLPH COUNTY SCHOOL DISTRICT	15,956	2,867	661

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
ROANOKE CITY SCHOOL DISTRICT	6,620	1,195	340
RUSSELL 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

DEVELOPING A PROJECT EVALUATION PLAN

A critical part of the ACHE-administered NCLB program is use of an evaluation process to determine the extent to which each project meets the objectives described in the responses to this RFP in accord with best practices in program evaluation.

Project Evaluation Plan:

To insure 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.

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 insure 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 insure program integrity.

Qualifications for Project Evaluators:

Project evaluators should have demonstrated experience in project evaluation as indicated on their resumes.

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, 2009

Institution: _____

Project Name: _____

Project Director: _____

Date: _____

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 for purposes of this report.*

School Districts:

In the space below or on an attached sheet, list your participants' school districts. For private school participants, include the schools' cities and administrative agencies if different from the school name.

Persons Served:

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

Certificate Level:

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

Degrees Earned:

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

Grade Levels Served:

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

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						

Project Administration:

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? ☐

4) What is the number of CEU/graduate credits, if any, offered for participation? ☐

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): ☐

Roles. 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? _____

_____

_____

_____

High Need School Districts:

1) In the space below, list the "high-need" school districts served by the project according to the criteria stated in Appendix C, page 21 of the Request for Proposal.

2) How many participating *teachers* taught in each of the school districts listed above as "high need"?

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 support from each.

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 support.

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.

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 the 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 the computer and print in hard-copy. NCLB proposals and reports are not accepted electronically.**

Name of Applicant Institution: _____

Name and Address of Operating Unit:

_____

Title of Proposed Project:

_____

Eligibility (check <u>one</u>): *Category A* ☐   *Category B* ☐   *Category C* ☐
                        (AMSTI)   (Multi-year Projects)   (New Projects)

ACHE NCLB Funds Requested: $_____

External Funds: $_____

Budget Total: $_____

CERTIFICATION

The person whose signature identified below as project director is authorized by the applicant institution to make this proposal. If funded, the project must be implemented as approved. The applicant institution accepts 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.

Project Director/Title (**print**): _____

Signature: _____ Date: _____

Fiscal Officer/Title (**print**): _____

Signature: _____ Date: _____

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 the computer and print in hard copy. ACHE does not accept 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
Mastery of Content

BUDGET SUMMARY
USDE FY 2007-2008

This form may be downloaded from http://www.ache.alabama.gov/NCLB/Index.htm **[FY 2008-2009] Request for Proposal (RFP)] to fill in and print for the completed proposal.**

Applicant 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 may not be paid to school district(s).

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*

For use in preparing the Budget Summary form, Appendix F:3, page 41. Prepare a breakout or itemization of the following:

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 research.
- Non-Professional salaries generally apply to clerical support or to amounts paid to persons who provide direct staff assistance who are not members of the institutional faculty and professional staff. Examples: secretaries; lab assistants; undergraduate student aides; *etc.*
- Fringe Benefits are 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 or facility/equipment rental.

Materials and Supplies. Expenses for consumable items that are provided for participants.

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.)

Total Direct Costs. The total of lines "A" through "D" for all columns.

Percent of ACHE Funds Requested. The percent of 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 on page 34 limits each partner to no more than 50% of the project grant.

---

*The budget summary form (AppendixF:3, page 41) 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.

Indirect Costs. USDE partnership grants are eligible to receive 8% of the total direct costs. Enter no more than this amount on line "F" 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.

Equipment. Requested amounts for equipment may not exceed the percentage of the total purchase price used for the grant project. Note: Equipment budgeted must be necessary to the administration or conduct of the professional development offered by the grant project and explained in the project proposal.

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 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 QUIDELINES INFORMATION

<u>Special Rule</u>:

The NCLB legislation mandates that no single partner may receive more than 50% of the funds provided. For example, each of three (3) 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% 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 three partners, the institution receiving the NCLB grant could use 75% of the funds (combination of Arts and Sciences and Teacher Preparation Divisions) provided 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."

<u>Approved Expenses</u>:

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);
- To lease facilities; or
- To underwrite costs of master teachers (K-12) who deliver instruction (consulting contracts/fees and travel, *etc.*).

<u>Approved Expenses for Sponsoring Institution's Percentage</u>:

Arts and Sciences divisions or teacher preparation divisions activities may include:

- Developing/adapting professional development curriculum materials for pre-service instructional purposes;
- Providing 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; or
- Underwriting costs associated with the external evaluation of project effectiveness (consulting contracts/fees and travel, *etc.*). In some instances, the consultant could also be a partner.

<u>Indirect Costs</u>:

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

APPENDIX G

EXPENDITURE REPORT & GUIDELINES

G:1 EXPENDITURE REPORT GUIDELINES

G:2 EXPENDITURE REPORT

ALABAMA COMMISSION ON HIGHER EDUCATION (ACHE)
No Child Left Behind (NCLB)
Improving Teacher Quality

EXPENDITURE REPORT GUIDELINES

This Expenditure Report mirrors the Budget Summary found in Appendix F:3, page 41. It is a report of actual expenses rather than projected expenses.

If in doubt about any item, please consult the ACHE Title II NCLB program staff before preparing this report. 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 and Information for Itemization:

- 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. 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.) Categorize expenditures using the form provided.
- Column VI "Total ACHE NCLB Funds Expended" is the total amount for all project expenses paid or invoiced to be charged to the grant to the date of the Expenditure Report. *The grant will not pay estimated expenses or 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 the remaining grant balance may be forfeited.

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 in section "A: 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. *Note: Funds are not available to supply or equip participants' classrooms.*

Travel. Travel costs for project faculty and staff as well as 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. Otherwise, tuition, stipends, travel, and other per diem expenses *may not be paid from the ACHE NCLB grant for participating teachers, paraprofessionals, and principals.*

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, page 42 limits each partner to no more than 50% of the grant.

Total Project and Evaluation Cost. Add the total amounts on lines E.1 and F.

Indirect Costs. USDE partnership grants are eligible to receive 8% of the total direct costs. Enter no more than this amount on line "F" 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 district partners.

Equipment. If equipment is purchased for the project, the amount charged to the grant should not exceed the percentage of the total purchase *used* for the project.

Total Project Costs. Add the amounts in column VI on lines E, 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 (I).

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

EXPENDITURE REPORT
USDE FY2008-2009
Deadline for Submission: April 30, 2010

This form may be downloaded from http://www.ache.alabama.gov/NCLB/Index.htm   **[FY 2008-2009 Request for Proposal (RFP)] to fill in, print, and submit to ACHE at the address on page 9 of the RFP.**

Institution: _____ Project: _____

Project Director **(print)**: _____ Signature: _____

Telephone: _____ E-mail: _____ Date: _____

Fiscal Agent/Title **(print)**: _____ 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 G)					
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 may not be paid to school district(s).

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

1. 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. 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. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination of the basis of handicap in programs or activities receiving federal financial assistance.

4. 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

Project Title: _____

Project Director/Title **(print)**: _____

Signature: _____

Institution: _____

Date: _____

APPENDIX I

PROPOSAL EVALUATION CRITERIA

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

Criteria for evaluating proposals responding to this RFP are as follows:

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 <u>statewide</u>? 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, page 11 and A:2, page 12) 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. Will the workshops/institutes be effectively organized and administered? Is the role of each partner clearly evident?

   b. How appropriate are the locations for project activities, proposed session dates, and participant requirements?

   c. 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?

   d. 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 committed to the project and capable of achieving its objectives? Specifically:

   a. Considering training and experience, are the project's key personnel properly qualified to provide the administrative and instructional leadership necessary to carry out the activities of the project?

   b. Are the time commitments of the project director and other key personnel appropriate and adequate to meet the objectives of the project?

   c. Is there demonstrated relevance and commitment of each partner to the project? Is the *role* of each partner clearly evident?

5. **Project Evaluation Plan [15 points]:**

   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 the respect to reliability and validity?
      2) If assessment tools are to be developed by the project evaluator, what procedures will be used to insure reliable and valid assessment tools?

   d. Is there a process in place to monitor progress toward meeting project goals?