REQUEST FOR PROPOSALS

Improving Teacher Quality
State Grant Program:
Partnership Grants for Professional Development
(FY 2016, ITQ Phase 14)

Public Law 107-110, No Child Left Behind Act (NCLB), 2001
Title II, Part A/Subpart 3, CFDA #84.367

Proposals Due Date: **(BOTH Electronic & Hard Copies)**
Friday, January 22, 2016
NO LATER THAN 4:00 p.m.

Deliver Attention to: **Dr. Beneé Edwards**
Office of Outreach and Grants Management
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201
Phone: 410-767-3377
Email: benee.edwards@maryland.gov

SUMMARY TIMETABLE

Friday, November 20, 2015   Improving Teacher Quality (ITQ) State Grant Program RFP Issued

Tuesday, December 1, 2015   ITQ Technical Assistance Webinar
RSVP by November 30, 2015 11:00 a.m. – 12:00 p.m.

RSVP via email to Beneé Edwards at benee.edwards@maryland.gov before December 1, 2015.

Friday, January 22, 2016   Proposals Due (Electronic & Hard Copies) by 4:00 p.m.

If inclement weather has caused the applicant institution or the Maryland Higher Education Commission to close business early on the due date, the proposals will be due by 4:00 p.m. of the next full business day for both the Commission and the applicant institution.

February 19, 2016   Award Notifications

February 19, 2016   Grant Project Start Date

February 2016   First Payment - 50% of Awarded Funds

February 23, 2016   FFATA sub-grantee award report information due

September 19, 2016   Interim Report and participant demographic form due

September 2016   Final Payment - 50% of Awarded Funds

April 28, 2017   Grant Project End Date

July 28, 2017   Final reports, certified expenditure report, and unexpended funds due

This RFP and related documents are located at http://www.mhec.maryland.gov/Grants/ITQ/itq.asp

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MARYLAND HIGHER EDUCATION COMMISSION (MHEC)

**IMPROVING TEACHER QUALITY (ITQ) STATE GRANT PROGRAM: Partnership Grants
for Professional Development
FY 2016, Phase 14**

PROGRAM AUTHORIZATION

The *No Child Left Behind* Act of 2001 (NCLB) reauthorized *the Elementary and Secondary Education Act of 1965* (ESEA). Title II A of NCLB authorizes the Improving Teacher Quality State Grants (ITQ) program, which focuses on using research based practices to prepare, train, and recruit high-quality teachers. The full name of the program is *The Improving Teacher Quality: Teacher and Principal Training & Recruiting Fund Partnership Grant Program.* The program allows states and local education agencies (LEAs) the flexibility to select the strategies that best meet their particular needs for improved teaching that in turn help raise student achievement in the core academic subjects. Core academic subjects are defined by this federal law as English, reading or language arts, mathematics, sciences, foreign languages, civics and government, economics, arts, history, and geography. In Maryland, the arts include art, music, dance, and theatre; science includes biology, chemistry, earth/space science, physical science, and physics. Engineering is not considered a core academic area for this grant program. The portion of this program administered by MHEC does NOT allow funds to be spent on teacher or staff recruiting for employment purposes.

PURPOSE

The purpose of the partnership grant is to improve the academic achievement of all students by providing sustained and intensive high-quality professional development to help teachers, and principals prevail as highly qualified and effective in their respective instructional areas. This definition is further refined in the Maryland Teacher Professional Development Standards (see Appendix B for the web address). For this Request for Proposal – at least 90 contact hours of content and related pedagogy professional development activities and/or instruction must be provided. Ten percent of the contact hours must be for follow up activities that reinforce the implementation of the knowledge imparted in the professional development sessions.

GRANT FUNDED PROJECTS MUST ADDRESS ONE OR MORE OF THE FOLLOWING PURPOSES:

1. Teachers, highly qualified paraprofessionals, and where appropriate, principals with subject knowledge in the academic subjects they teach.
2. Teachers, highly qualified paraprofessionals, and principals with computer-based knowledge to improve student achievement in core academic subjects.
3. Principals who possess the instructional leadership skills to help them work effectively with teachers to improve student achievement in core academic subjects.
4. Teachers, highly qualified paraprofessionals, and principals who have the ability to use challenging academic content standards, student achievement standards, and state assessment data to improve instruction and student academic achievement.

ELIGIBILILTY

Eligible partnerships *funded* under this grant must include the following three partners:

1. A Maryland public or independent two- or four-year institution of higher education (IHE) and **its division that prepares teachers and principals.**
2. A Maryland public or independent four-year institution of higher education and **its school of arts and sciences** (see "arts and sciences" definition in Appendix D).
3. A Maryland **high-need Local Education Agency (LEA)**. LEAs meeting the Title II A, subpart 3 definition of "high need" for this funding cycle are **Baltimore City, Baltimore County, Prince George's County, Somerset County, and Wicomico County** (See Appendix A for high-need LEA demographic information).

The proposal must have a lead IHE that is the named applicant and fiscal agent. Note that a school of arts and sciences and a school of education are <u>two</u> different partners, even if they are both constituent parts of the same fiscal agent institution. In addition to the three required partners, the lead IHE may also include other local educational agencies, a public charter school, an elementary school or secondary school, an existing professional development school, an educational service agency, a nonprofit educational organization, additional institutions of higher education, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, a business, or a combination of any of these.

Community colleges may serve in partnerships, *and* may be one of the three required partners, or the lead partner if it has a division that prepares teachers and/or principals. **Community colleges may not serve as the arts and sciences partner**. Project directors must be faculty or permanent staff members at the applicant institution, and have expertise in the content areas or methodologies the activities address.

IHEs and LEAs may participate in an unlimited number of projects. IHE-LEA partnerships need to ensure that services are offered on an equitable basis to public and private school teachers in accordance with ESEA Title IX requirements and requirements pertaining to assisting low-performing schools. For *ITQ (Title II A, subpart 3) grants to be eligible, partnerships are to be used for professional development activities in core academic subjects. It is critical to the purpose of this program that the arts and sciences partner, as well as the education and LEA partners, have substantial and substantive involvement in developing project content. IHE grantees must work cooperatively with their LEA partner(s) through the planning, implementation, and evaluation of the grant program to address locally identified needs.*

Principals, assistant principals, teachers, and highly qualified paraprofessionals are eligible *participants* for the activities of this grant. *Target participants or target audience* refers to the primary participants. Per federal guidelines, ITQ grant funds from MHEC cannot be spent on paraprofessionals who are not already deemed "highly qualified" under current Maryland State regulations, or on pre-service teachers who are not "highly qualified" paraprofessionals.

When holding an event for in-service teachers, principals, and/or highly qualified paraprofessionals, and other school personnel attend, including pre-service teachers, ITQ funds cannot be used to cover the cost of their attendance.

If an applicant project director, project manager, or project evaluator is overdue in submitting reports to MHEC for other grant projects, or has a history thereof, his/her proposal for the FY 16 program may be considered ineligible.

GRANT PERIOD

Proposals (hard and electronic copies) are **due January 22, 2016, by 4:00 p.m.** to the Maryland Higher Education Commission, 6 N. Liberty Street, Baltimore MD 21201. If inclement weather causes either MHEC or the applicant institution to close on this day, the proposals will be due the next full business day of both the Commission and the applicant institution.

Grant projects may be discontinued or terminated before the end of the stated grant period if the project fails to meet its approved objectives. See "Grant Management" Post Award section.

FUNDING

Total Funds Available: Approximately $900,000

Grant Amount*:   Up to $150,000

MHEC reserves the right to make a larger award for a project of exceptional breadth or depth that serves high-need teachers in high-need schools and will improve the academic achievement of students at those high-need schools.

Timetable for Funding Awards

Grant Period	1st Payment	2nd Payment
14-Month	50% at outset February 2016	50% in September 2016*

*Or as soon thereafter as the interim report is approved by MHEC's Office of Outreach and Grants Management

Awards will be disbursed after all reporting requirements and progress toward project goals has been satisfactorily met. If the interim report is returned for additional information, funds will not be released until all requested information is received and approved. For example, MHEC may request a revised budget based on expenditures to date and program participation.

MHEC reserves the right to request changes to the original plan after each interim report in order for the program to move forward. MHEC also reserves the right to terminate projects that fail to demonstrate adequate progress toward goals (see also "Grant Management" Termination section).

Grantees who wish to request changes to their original plan and/or line item budget allocations may do so at any point; however, **MHEC's Office of Outreach and Grants Management must approve the request before changes are made**. See "Grant Management," section "Post-Award Changes."

COOPERATIVE PLANNING

Successful projects demonstrate cooperative planning between education faculty, arts and sciences faculty, and representatives from the LEA(s) central office of the school district, and whenever appropriate, from the schools to be served. These entities work together to assess the LEA's teacher professional development and student achievement when planning activities that will address these needs. Participant recruitment, retention, and follow-up can be very difficult to achieve successfully if the LEA partners have not been involved in the planning. Proposals must show evidence of cooperative planning between both education and arts and sciences partners, and between IHEs and LEAs. This should be apparent from the activities described, but applicants may also note meeting dates or include attendance lists in an appendix that shows who attended planning meetings, and with what partners each attendee is affiliated. Applicants might wish to describe previous collaboration, including any lessons learned as pertinent.

Proposals must document local professional development needs. A local needs assessment performed by, or in cooperation with, the LEA(s), the LEA school improvement plans, and the LEA master plans, Common Core State Standards, and/or school system goals must guide the planning of grant and sub-grant activities. The needs assessment should be completed before this proposal is made. An interest survey of teachers is not considered a needs assessment for purposes of this grant program. For school data use the Maryland Report Card (www.mdreportcard.org); district content-area supervisors, principals, and other local staff. Local staff can provide more detailed information about teacher professional development needs and the connection between these and local student achievement. The project activities, including any sub-grant activities with other LEAs, should also be consistent with the LEA professional development plan as outlined in the LEA Bridge to Excellence master plan. See the Maryland State Department of Education (MSDE) website (http://www.msde.maryland.gov/) for more information about "Master Plans." If your project focuses on recruiting teachers from certain schools, related school improvement plans should also be consulted.

The law requires any partnership receiving funds from this program and an award under the Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the *Higher Education Act* (HEA) to coordinate activities conducted under the two awards.

Project directors from the IHE should contact the LEA grants offices early in the cooperative planning process. The grant officers coordinate projects and need to know what proposals will be coming through the LEA; they can also help provide appropriate contact information. Also, note that the LEA grants offices may have a required approval process that takes up to eight weeks. Contacts for the LEA grants offices will be provided at the technical assistance webinar. The *Maryland Professional Development Planning Guide* may also be a useful tool (http://mdk12.org/share/pdf/MarylandTeacherProfessionalDevelopmentPlanningGuide.pdf) for the development of projects. This planning tool is used by school systems for planning professional

development activities, and provides useful methods and techniques to employ in professional development.

ELIGIBLE GRANT PROJECT ACTIVITIES AND PRIORITIES

Faculty from arts and sciences and education divisions of higher education institutions must work together with the high-need school district(s) and school staff to plan activities that meet the professional development priorities of the participating partners. **ITQ-funded instructional activities must be content-rich, clearly demonstrate the role of the arts and sciences division partner, and be evidence based using current teaching and learning research regarding effective teacher professional development strategies.** See Appendix D for the definition of "scientifically (evidence) based research."

The ITQ Grant Program will work to improve student achievement in the participating LEAs by supporting partnership activities that provide professional development in core academic subjects to ensure that teachers, and highly qualified paraprofessionals have subject matter knowledge in the academic subjects that they teach, and that principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

1) **Projects must assist LEAs, and their teachers, highly qualified paraprofessionals, and/or school principals by delivering sustained, high-quality professional development activities. These activities should ensure that those individuals can use the new Common Core State Curriculum for Math and Language Arts (http://www.msde.maryland.gov/MSDE/programs/ccss/) and/or challenging State academic content standards for all other content areas (http://mdk12.org/instruction/curriculum/index.html. Additionally, activities should use student academic achievement standards, and State assessments to improve instructional practices and student achievement.**
2) **Projects may include intensive programs designed to prepare individuals to provide instruction related to the professional development described in (1) for others in their schools.**
3) **Activities may include instruction that use data and assessments to inform classroom practice, or to the extent appropriate provide training for teachers and principals on the use technology consistent with the *Maryland Teacher Technology Standards* (http://www.mttsonline.org/standards). This is to ensure that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and the individual teachers' core academic subjects.**

Project activities must include sustained, high quality instructional contact hours with the participants. For the purpose of this program, activities should improve and increase teachers' knowledge of academic subjects; be an integral part of broad school-wide and district-wide educational improvement plans; give teachers and principals the knowledge and skills to help students meet Common Core State Standards (CCSS) and other State academic standards; and improve classroom management skills. These activities should be sustained, intensive, and classroom-focused (e.g., not one-day or short-term workshops); advance teacher understanding of effective instructional strategies that are based on scientifically based research; and developed with extensive participation of teachers, principals, and

administrators. Applicants should make explicit connections between the professional development they plan to provide, and the relevant State standards applicable to that area of professional development (e.g. sections from the Maryland Teacher Technology Standards, Maryland Instructional Leadership Framework, State Curriculum, Common Core State Standards in Math and Language Arts). Proposed projects should also take into consideration teacher certification requirements and other related assessments, and support the *Maryland Teacher Professional Development Standards* (See Appendix B for web addresses).

Per federal guidelines, **funds may not be used for activities specifically targeted to pre-service teachers.** If an activity takes place at a professional development school (PDS) for the benefit of in-service teachers and/or highly qualified paraprofessionals, pre-service teachers working at the PDS may attend but grant funds may not be used for their attendance.

Note on Common Core State Standards (CCSS) Implementation

The CCSS was fully implemented in the 2013-2014 academic year; PARCC assessments were implemented during the 2015-2016 academic year. The Math Standards introduce Algebra I and II, data analysis, statistics, and applied math concepts in earlier grade levels, and with more emphasis than in the past. There are many middle school math teachers without content certification in mathematics (most hold elementary school certification). This presents a demand for professional development in the CCSS mathematics area. The Language Arts standards focus on content literacy across all disciplines, and reading and writing in domain specific categories (e.g. science, social studies).

CONTACT HOURS

In order to have a positive, lasting impact on classroom instruction and the teachers' performance in the classroom, projects must offer professional development that is sustained, intensive, of high quality, and classroom-focused. **Grant project activities should provide each participant in the target audience a minimum of 90 contact hours over the 14 months of the grant project**. A "contact hour" should be understood in the same way as higher education courses use "contact hour." For example, the time participants spend working on homework or other unsupervised out of class activities is not included in the contact hour calculation. Class seat time, workshop attendance, synchronous moderated online discussion, and one-on-one coaching with project staff are examples of acceptable "contact hours."

Projects must include follow-up activities over a period of months in order to meet the program definition of "sustained." To be "sustained," **follow-up should constitute at least 10% of the total contact hours** provided as part of the professional development program.

While the specific form of "contact" in follow-up may vary depending upon the specific project, it is recommended that a significant portion of the follow-up take place within the teachers' schools. Follow-up may occur in a number of ways from on-site, in-class structured observation to online portfolio reviews to mini-workshops, but in every case there should be strong evidence that the follow-up activities serve to enhance the programmatic objectives stated in the proposal. Note that follow-up in the schools requires prior approval by the principal and teachers. Follow-up is critical to ensuring that the professional development offered has translated into the classroom where it can positively

impact students. LEAs and school staff may be involved in all, or some of the follow-up, so it is important that they are involved in planning the follow-up elements in the proposal.

CHARACTERISTICS OF SUCCESSFUL PROJECTS

A synthesis of current research on effective professional development published by the National Staff Development Council (*Professional Learning in the Learning Profession*, February 2009) suggests that effective teacher professional development includes, but is not limited to, the following characteristics:

- Provides sustained learning experiences that deepen content knowledge, provides research based instructional strategies, and prepares teachers to use various types of classroom assessments;
- Establishes teacher learning communities whose goals align with their school and their respective districts;
- Develops skilled leadership to guide continuous improvement, and prepares all educators to apply research to decision making;
- Applies knowledge of human learning and change, and prepares educators to create supportive learning environments for all students; and
- Focuses on concrete tasks centered on teaching, assessment, observation, and reflection.

As indicated in the 2008 Maryland Teacher Professional Development Planning Guide, professional development activities are most effective when they have follow-up activities or reinforcement activities, or both, and have the administrative support of the school or local education agency. Successful ITQ projects have supported these principles. Such projects provide teachers with information they can immediately translate into their own lesson plans and instructional methods that impact student learning. Projects may provide tuition support for graduate credit that leads to additional or advanced certificates, while other projects provide stipends for time spent learning instead of tuition support to recruit, retain, and teach busy participants from high-need school districts.

The following types of projects are examples of programs that have attracted and retained teacher participants, and been favorably reviewed by review panels and external evaluators:

- Projects that allow participants time to develop lesson plans that are critiqued and supported by fellow participants so that teachers leave the program with ready-to-use tools for implementation in their classrooms;
- Projects that have team teaching, especially if combined with school system input (and in some cases participation) for planning and implementation is useful for helping teachers make explicit connections between the courses they are taking, the courses they are teaching, and the curriculum standards guiding the courses they teach;
- Inquiry-based projects with hands-on problem-solving approaches in science and mathematics, which are consistent with research on learning in those fields;
- Projects that assist teachers in the identification and use of readily available technologies and internet resources for teaching in the sciences, foreign language, math, social studies, and other content areas have proven to be effective for developing engaging lessons that improve student learning;
- Projects that offer both content-rich and pedagogy-focused graduate level courses in either a regular academic semester, or a condensed term format are helpful to teachers wishing to gain

additional certifications (e.g. out of field teaching, middle school math teaching). These projects may include both traditional and online instructional delivery accompanied by on-site follow-up visits and coaching to help teachers implement the newly learned skills and knowledge;

- Projects that include a short term (e.g. intense summer session) residential component often foster learning communities among teachers of specific content areas (e.g. a foreign language, a high school level science);
- Projects that have been able to secure strong school principal support during the proposal preparation process are generally more successful. This is often achieved by including principals in certain events supported by the project; and
- Teacher-participants report that projects that provide a capstone experience, where teachers have the opportunity to share and showcase examples of their work that incorporates their new knowledge, are meaningful and help to establish ongoing learning communities that endure beyond the project end date.

Successful projects spend considerable time and effort on participant recruiting. As part of a cooperative planning process, project staff may have consulted district content specialists, principals, professional organizations, professional development school liaisons, and others to determine where, when, and whom to recruit and select. They have looked carefully at what motivates teachers, and what incentives for participation might be appropriate. They may also have used incentives as part of a participant retention plan. Follow-up activities that are classroom-focused and/or school-based are the most successful in ensuring classroom impact. Follow-up may include workshops, but workshops alone are insufficient to determine the impact on individual participants.

Follow-up activities coordinated with similar activities taking place in the LEA demonstrate a concentrated collaborative focus for increased impact. Although grant funds supplement, not supplant, funds for such activities, local activities might be deemed match, or noted as complementary in the proposal to strengthen the competiveness of a proposal by demonstrating a high degree of coordination among the grant project partners. The point of follow-up is to determine if the project is improving teaching and learning, and to ascertain what adjustments can be made to ensure that they do improve. See http://www.mhec.maryland.gov/Grants/ITQ/itq.asp for abstracts of projects funded in earlier grant cycles.

CREDITS AND CREDENTIALS

Because projects provide sustained, intensive, content-rich professional development, it is appropriate in many cases for participants to earn academic or professional continuing education credits**.** Project activities can help move participants toward standard professional certification from conditional status; prepare participants for a PRAXIS test that leads to an endorsement area (particularly for those that frequently teach an "out of field" subject, or middle school teachers teaching Algebra concepts); provide academic credits leading to an academic credential (e.g. certificate, advanced degree); or meet other professional development goals.

The partners should determine if offering an academic or continuing professional development experience (CPD) credit is appropriate, and if so, what type of credit—either in the content area or education. **Keep in mind that only MSDE can approve State continuing professional development (CPD) credit.** The following link outlines the CPD approval process:

The Code of Maryland Regulations (COMAR) stipulates that all professional, certified educators must pursue professional development, have individualized professional development plans throughout their careers, and complete at least six hours of course credits during each five year certification renewal cycle.

Continuing Professional Development (CPD) experiences provide the opportunities for Maryland educators to earn credits necessary for renewal of certification. The Maryland State Department of Education approves and assigns credits to courses submitted by the local school systems. Each local school system has a Continuing Professional Development liaison that is responsible for coordinating the system's course submissions and course offerings. These courses are then offered to teachers and other professional educators through the local school systems.

The Continuing Professional Development Manual provides guidelines for professional development liaisons and other educators as they plan experiences to assist individuals in their professional growth. The Manual has two purposes: 1) to describe the local school system-based procedures for the approval of proposed professional development experiences for CPD credit, and 2) to identify options for earning such credit. The Continuing Professional Development Registry is a compendium of approved courses available to school systems. Each Registry lists courses approved over a twelve-month cycle.

Contact the Certification Assistance Line: Maryland State Department of Education •200 West Baltimore Street•
Baltimore, MD 21201• Phone: 410-767-0412• Fax: 410-333-6442

SPECIAL RULE (THE 50% RULE): PLANNING FOR USE OF FUNDS §2132(c)

Grant activities must abide by Section 2132(c) of ESEA, as amended, which states that "**no single participant in an eligible partnership may use more than 50 percent of the Title II, Part A funds made available to the partnership…**" *Use* is the key term and is synonymous with "benefit" for the purposes of this grant. In other words, this provision does not focus on which partner *receives* the funds, but which partner **directly *benefits* from them**. "Benefit," according to the U.S. Department of Education (USDoED), need not be construed in a merely financial way, but can be understood broadly.

Either in the budget narrative or in an appendix (see forms in Appendix E), all applicants must articulate how *use* (or *benefit*) is allocated between the partners to demonstrate that the special rule has been followed. The guidance for the law focuses on financial examples, but your explanation—so long as it is clear—need not be constructed in purely financial terms.

Guidance for planning in accordance with the rule, as provided by USDoED, notes that:

- Matching funds are not included in the calculation or explanation of this 50% rule;
- Tuition assistance used for a teacher's professional development is a *use/benefit* attributed to the LEA that employs the teacher;
- Faculty members with a 9- or 10-month contract who work for a LEA during the summer months will have their summer salaries attributable to the LEA;
- Funds used to pay for faculty release time for delivery of project activities to include planning, implementation, and administrative activities, such as evaluation and report preparation, are

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attributable to the IHE that employs the faculty member because the IHE would otherwise pay those funds in salary;
- Indirect costs are used by the partner that uses the corresponding funds as direct costs;
- Reimbursements to IHE employees for the costs of traveling to the LEA sites may be attributable to the LEA partner; and
- Costs for mentor teachers hired to work with other teachers are attributable to the LEA even if they are hired and paid by the IHE.

The non-regulatory guidance to Title II A, subpart 3, provided by the USDoED offers the two following examples. These examples address *use/benefit* in cost terms. However, keep in mind that *use/benefit* may also be defined more broadly than in cost terms in certain cases.

Example: **CORRECT Use of Funds**
Chesapeake Bay University, its College of Education, and its College of Arts and Sciences decide to partner with the Shoreline high-need school district to provide professional development in social studies instructional leadership for 20 principals. Chesapeake Bay University's Grants Office receives 100% of the Title II, Part A funds for the partnership.

- The College of Education receives 25% of the funds to use to pay for faculty release time to deliver professional development in instructional leadership methodologies for 20 principals at Shoreline School District;
- The College of Arts and Sciences receives 25% of the funds to use to pay for faculty release time to deliver professional development in math content for 20 principals at Shoreline School District; and
- Shoreline School District receives 50% of the funds to use to pay stipends for its principals to participate in the professional development offered by Chesapeake Bay University.

In this example, no partner uses more than 50% of the funds for its own *use/benefit*.

Example: **INCORRECT use of funds**
Chesapeake Bay University, its College of Education, and its College of Arts and Sciences decide to partner with the Shoreline high-need school district to provide professional development in social studies instructional leadership for 20 principals. Chesapeake Bay University's Grants Office receives 100% of the Title II, Part A funds for the partnership.

The ITQ grant provides funding to the partners as follows:

- The College of Education receives 20% of the funds to use to pay its 10-month faculty to deliver a professional development summer course in instructional leadership methodologies for 20 principals at Shoreline school district;
- The College of Arts and Sciences receives 10% of the funds to pay for faculty release time to deliver a professional development summer course in instructional leadership in social studies content knowledge for 20 principals at Shoreline school district;
- A mentor principal receives 10% of the funds to work with the 20 Shoreline school district principals, in their buildings, applying what they learned in the professional development summer courses; and

- Shoreline school district receives 60% of the funds to pay stipends for the 20 principals to attend the professional development summer courses.

In this example, the LEA receives 70% of the "benefit" and therefore the Special Rule is violated.

Generic Example: **From MHEC (a worksheet is included in Appendix E):**

Campus College of Arts & Sciences	29%	$46,400	Summer salary for 2 team-taught courses (12 month faculty), plus 29% of the University's 8% indirect costs charge; plus 5% of the time of an administrative assistant.
Independent U College of Education	39%	$62,400	Summer salary for 2 team-taught courses (12 month faculty), plus 39% of the University's 8% indirect costs charge, plus in-school follow-up for the following year.
High-Need LEA in MD	32%	$51,200	Tuition (portion not reimbursed by LEA), student lab supplies for summer course, plus prorated 32% of indirect cost
TOTALS	**100%**	**$160,000**	**Note that no partner is near 50%--this prevents problems if program adaptations are needed. The LEA may not actually receive the IDC but the "use" is prorated based on their share of the "use" of total funds.**

PROPOSAL PACKET FORMAT

- Proposals must be typed (single-spaced is acceptable) in 12-point Times New Roman, Arial, Calibri, or a similar font type and font size; charts may use a 10-point font; charts included in an appendix do not count toward the narrative page limit.
- Pages are to be 8-1/2 by 11 inches in size, have one-inch margins, standard indents, and bullets.
- The proposal **narrative must not exceed fifteen (15) pages**. The page limit includes only elements of the proposal narrative, not the cover sheet, abstract, budget, assurances, planning agreements, or appendices.
- The proposal narrative pages must be numbered; page numbering is not required for appendices, assurances, etc. but is encouraged.
- Required forms must be included and are located in Appendix E and are also available in electronic format at http://www.mhec.maryland.gov/Grants/ITQ/itq.asp.

Both, the original proposal with four hard copies and an electronic copy must be submitted. The original hard copy signatures should be in **blue** ink.
Proposals (electronic and hard copies), as well as all signature pages, must be received no later than 4:00 P.M. on January 22, 2016.

Proposals packets must include the following labeled elements, and appear in the order below.

Electronic Proposal Checklist (email to: benee.edwards@maryland.gov)

Every electronic submission should contain the following in the order and format indicated:
1. _____ Abstract (word document)
2. _____The entire proposal (pdf. format)
3. _____The budget request (excel format)

Hard Copy Proposal Checklist (mail or hand deliver):

Every proposal should contain *an original with signatures in blue ink and four (4) photocopies of the proposal packet*, which must include the following **in the order indicated**:

1. **COVER SHEET** *(use* form in Appendix E) *required but no points*

2. **ABSTRACT** (use form in Appendix E) *required but no points*

3. **TABLE OF CONTENTS** *required but no points*

4. **PROPOSAL NARRATIVE**

   Use the following outline to write the proposal narrative. Reviewers will evaluate your proposal for each section and item listed. Label the parts of the proposal with the headers below.

 4A) Extent of Need for the Project (15 points)

   - Describe the specific needs identified by the high-need LEA partner(s) in the area of teacher and principal professional development. What professional development is needed and why? Is it clear? How have the prospective project participants exhibited these needs?
   - Explain how those needs were determined.
   - Show the extent to which the K-12 teachers, principals, and/or highly qualified paraprofessionals were involved in the selection of the problem area to be addressed and in formulating a solution.
   - Show how the proposed activities respond to the professional development needs related to student achievement in the core academic subjects, and that the proposed activities are the result of a collaborative planning process among all partners.

   This section of the proposal will be evaluated on the extent to which the proposed services are focused on those schools with the greatest unaddressed needs in Maryland high-need school districts. See also the section on "Cooperative Planning." Do not use your valuable page limit to provide summaries of needs data from national studies and reports in the narrative. Excerpts from pertinent reports may be provided in the appendices. These may be referenced briefly in discussing the empirical evidence supporting activities but should not form a substantial part of the needs

assessment narrative. Focus on the needs of the prospective participants and how the proposal addresses those needs using State or local data.

4B) <u>Project Goals and Objectives</u> (10 points)

List the partnership goals. These are the broad, general principles guiding the project over the long term. For each goal, list specific objectives. Objectives are the shorter-term outcomes that lead the project to accomplish its goals. In simplest terms, an objective can be thought of as a *projected outcome* and therefore has all the tangible, measurable qualities of an outcome.

Objectives should follow "SMART" guidelines; that is, they must be:
> **S**pecific (focused, detailed and name the target population to be served);
> **M**easurable (provides quantitative data - qualitative data may supplement quantitative measures);
> **A**chievable (possible and plausible within the grant period);
> **R**esults-oriented; and
> **T**ime-bound (have deadlines)

Proposals will be assessed on the extent to which the objectives are "SMART." Each objective should address principal, teacher, highly qualified paraprofessional, student, and/or school performance tied to Maryland's content and performance standards. It should be clear how these objectives are linked to the ESEA accountability requirements (including negotiated performance waivers between the USDoED and MSDE) for the high-need and other LEA partner(s). It should also be clear what will be achieved for whom. Objectives should reference state, local and/or school-defined baseline data and standards**.** Include baseline data for comparison to convey that your goal is both reasonable and ambitious.

4C) <u>Management Plan</u> (15 points)

In outlining the management plan, be sure to include detailed responsibilities for each partner. Partner responsibilities may be presented in narrative and/or table formats.

- Describe each partner's roles and responsibilities. This information should be echoed, though in less detail, in the cooperative planning agreement.
- Explain what each partner hopes to gain from participating in the project.
- Describe the time commitment of the project director and other key project personnel; it should be clear that the project director will have sufficient time to dedicate to the project. For work during the academic year, the IHE staff time commitments to the grant project are to be expressed as a percentage of the person's total job effort. It is not expected that project directors would have more than 100% of their time committed for the project and other institutional job duties. In the unusual case that commitments over 100% effort would be allowed by the institution, additional explanation and documentation are required to demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively.
- The management plan must include a work plan that lists major management actions and assigns responsibilities to key staff personnel, and provides a clear organizational structure

and milestones for accomplishing management actions. Include dates for management actions and milestones in the timeline; see below, "Plan of Operation", 4D. Project staff members responsibilities should be clear, and project duties should be clearly linked to the budget, as well as management and activity plans. This information is often presented effectively in a table format.

- Résumés or Curricula Vitae of key personnel must be included in an appendix to the proposal; see below, "Project Staff Curriculum Vitae and Résumés."
- Recruitment is a key element of project success, and as such must be planned (and sometimes re-planned) carefully; recruitment cannot wait, and is one of the most important management responsibilities. Include a recruitment and selection plan for the target population. "Selection" may include both selecting what teacher groups are recruited and what teachers are selected from a pool that is recruited. Note: In the past, brochures and flyers alone have not proven to be an effective recruitment method.
- Retaining participants in a program that takes place over a year or more can be a challenge; a good management plan will address this problem. Cooperative planning that includes teachers often has a better grasp of teachers' individual goals and challenges and therefore may help project staff identify incentives and strategies to recruit and retain participants. The management plan should articulate participants' incentives and any strategies being used to retain participants (e.g., awarding credits or paying stipends after milestones are met or follow-up is complete, scheduling).

The management plan will be evaluated on:

- Its adequacy to achieve the objectives of the proposed project on time and within budget;
- The recruitment and retention plan(s);
- The extent to which program management operations are clearly defined (who will do what, when, and where); and
- The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Proposals that identify key staff at the time of proposal will be *given priority* over proposals that indicate that key staff will be hired after funds are secured due to the short term of the grant. If any staff members are hired after the grant is secured, the person's name and résumé should be submitted to the Commission within eight weeks of the grant award.

4D) Plan of Operation (25 points)

This section describes the instructional activities that will achieve the project goals and objectives. Information will be presented in both narrative and tabular format as described below. Proposed activities must be grounded in scientifically based research and current best practices that demonstrate that the activities are effective methods of professional development. The Commission reserves the right to request further documentation of the research used as a basis for the activities after the proposal is submitted. Refer to "Eligible Grant Project Activities and Priorities."

The plan of operation will:

- Be a detailed plan that includes evidence-based strategies and activities, timeframes, and key
personnel responsible for each project objective and major activity supporting each objective;
- Include specific information on how, when, and where the project participants will be identified;
- Describe how, when, and where follow-up with participants will take place;
- Indicate how many and what kind of credits may be earned by each participant group if applicable (table next page); and
- Use the Participant Contact Hours by School Level Table (table page 21 and Appendix E) to:

  - Estimate the number of participants of each type to be served by the project;
  - Indicate the number of contact hours per participant planned for each group. The target audience must receive at least 90 contact hours each for approximately 15 months of the grant. If additional participants are expected to benefit from the professional development offered, it may be possible for them to participate with a smaller number of contact hours. Use the table format provide on the next page and in Appendix E; and
  - In using the Participant Contact Hours by School Level, applicants should tailor it to best represent their project and its service groups. For example, if a project is geared toward helping new teachers and teachers in high-need schools, it would make sense to have these two categories included, as well as some means of distinguishing which teachers are new teachers in a high-need school. If there are cohorts involved, be clear about who is served when, if cohorts overlap, etc. For example, add another chart if that helps ensure clarity and label them by cohort.

Sample **of Participant Contact Hours by School Level (required table)**

Type of Participants	Elementary			Middle			High			Total **Participants**
	#	Contact Hrs. Per Participant	Credits Earned (by # & Type)	#	Contact Hrs. *Per Participant*	Credits Earned: # and Type	#	Contact Hrs. *Per Participant*	Credits Earned by # & Type	
Principals				5	50	1 C				5
In-service teachers:										
Out-of-field										
Provisional/ Conditional Certification	6	45		53	100	9 G				59
Other: _____										
Highly qualified Paraprofessionals				10	70	3 U				10
Other: _____										
Total Participants by School Level (Elem, MS, HS)	6			68			0			74

TABLE KEY: G = Graduate semester credit hours;
U = Undergraduate semester credit hours;
C = MSDE continuing professional development credit
O = Other (explain)

The plan of operation MUST include a timeline. The timeline should indicate both when major activities, such as recruiting, will take place and when professional development delivery and follow-up activities will take place. While exact dates are unlikely to be available for all activities, the project should be planned in enough detail that it is clear that reasonable amounts of time are allotted for activities, and that activities occur at regular intervals. The timeline should also be a way of showing that the project can start on time, deliver sufficient contact hours, and conclude on time. It may be presented in a narrative bulleted format or as a table. See sample table on the following page.

The plan of operation will be evaluated on the sufficiency of the strategies to be provided by the project—that is, the extent to which:

- Services are appropriate to the needs of the intended recipients;
- Services provided are research-based;
- The professional development provided is of sufficient quality, intensity, and duration (including follow-up) to lead to improvement in practices among those served;
- Services provided are likely to lead to improvements in the achievement of K-12 students as measured against rigorous academic standards; and
- It is clear how, when, where, and by whom strategies will be implemented; the timeline should indicate when activities take place (see below).

Sample **Activities Timeline Table** (not required, may use narrative instead)

Date Range	Key Personnel Involved	Activity Description	Estimated # Participants (if applicable)	Estimated # Contact Hrs. (if applicable)
2/14/16-bi-monthly, monthly thereafter	Project Director, LEA Math Coordinator,	Planning meetings with LEA Math Coordinator, Master Teachers, Project Director, Math Instructor, and Evaluator	n/a	n/a
2/14/-6/15/16	LEA Math Coordinator, Proj. Director	Principal meetings, participant recruiting	n/a	n/a
6/18/16	Proj. Director, Instructional Staff	Participant orientation	20	5
6/20-7/20/2016	Math Instructor	Intensive Algebra Content course	20	60
9/1-12/20/16 and 3/15-4/30/17	Proj. Dir, Math Coordinator, 3 Math Specialists	On-site teacher mentoring in groups and/or one-on-one	20	10
Beginning 3/15/16	Curr.& Inst., Instructor	3 Instructional Methods in High School Math workshops	20	15
Ongoing	Evaluator	Data collection	n/a	n/a
2/14/16-4/30/16	Evaluator, Proj. Director	Analysis and evaluation Report	n/a	n/a

Applicants are encouraged to refer the *Maryland Professional Development Standards* both in planning their projects, and in articulating how their activities align with State and local professional development goals. See Appendix B for the URL.

Applicants are also encouraged to articulate explicitly how the content material to be addressed in the project aligns with the content that teachers will be using in their classrooms. Common Core

Standards in Math and Language Arts, Core Learning Goals, local curricula, State Curriculum, and other related resources may be cited. These references are not formally part of the evaluation of proposals, but using them is an efficient means of conveying to reviewers how the professional development is tied to K-12 academic standards.

Applicants must address either in the plan of operation, or in an appendix how the project will abide by the U.S. Department of Education's General Education Provisions Act (GEPA), section 427. See Appendix G for GEPA Section 427 guidance.

4E) <u>Project Evaluation</u> (20 points)

The program evaluation will be an integral part of the project's design and implementation, not something done after the project is completed. The evaluation plan will reflect the project's goals and objectives. Its specific methodology will depend on the project and the type of data collected but all evaluation plans must include:

- **Both quantitative and qualitative methods** are to be used to develop, analyze and **apply formative and summative measures linked to the project objectives;**
- **Pre- and post-testing** (broadly conceived) of participants (from the main target audience) that examine and report on their learning outcomes;
- At least one means other than MSA/HSA or PARCC scores of **assessing classroom and/or school impact** (e.g., portfolio review, discipline specific normed or criterion referenced tests, in-class evaluation or structured interviews—a methodology requiring both principal and teacher pre-approval); and
- A clear means of describing the project's benefits and outcomes to stakeholders (e.g. teachers, students, parents, school administrators, grantor, policy makers).

> **A summary (and summary table where applicable) of the evaluation results must be included with the project's final report. Detailed supporting documents should be included in an appendix including sample surveys, data tables, reports completed by consultants paid by the grant, etc.**

If there is a designated project evaluator, the evaluator must be able to make a sufficient time commitment to carry out the evaluation over the life of the project, not just to do a review of documents and surveys at the end of the project. This can be clarified in the management plan.

Like the rest of the proposal, the plan for evaluation must be developed through cooperative planning, and it must:

- Be a systematic means for monitoring and evaluating the program based on the partnership goals and objectives;
- Describe a plan for collecting data throughout the project to be used for both project improvement and to report project outcomes;
- Describe how, when, and by whom the data will be collected;
- Identify how the baseline for comparison was established;
- Include an appropriate mechanism to disseminate evaluation results to stakeholders; and

- Provide an account of project evaluation data results in the final report, and on a mandatory **ITQ Final Report Summary Survey** collect impact data for statewide reporting. The survey questions are organized into the following three categorical areas:
  - Area 1: Changes in Teacher Content Knowledge
  - Area 2: Changes in Teacher Pedagogical Knowledge and Teacher Practice
  - Area 3: Changes in Student Learning Outcomes

In each area, you are asked for the type of study conducted, the measurement instrument used, and the general trend of the evaluation results. A sample survey is located in Appendix G.

Other points to keep in mind about the project evaluation are:

- **To the degree possible, the evaluation should be tied to student learning outcomes**, **and changes in teacher content and pedagogical knowledge and teacher practice (ITQ Final Report Summary Survey Appendix G)**.
- Attitudinal surveys can provide valuable information for program revision and changes in certain psychological constructs. **However, attitudinal surveys alone are insufficient** to determine participant learning outcomes.
- If observations of teachers are part of the evaluation process, teachers must be notified of this before they commit to the project.
- **If the partners have completed similar projects in the past, the proposal will be strengthen by including information on lessons learned and applied to the new proposal, as well as including results of any previous evaluation.**
- An outside independent evaluator is an appropriate means for obtaining an objective evaluation; however, it is not mandatory. The most important factor is the demonstration of a reliable and valid evaluation plan that can be used to improve the project and to demonstrate participant outcomes.
- The cost of the evaluation should not be disproportionate to the amount of the grant. As a rule of thumb, the costs for an independent evaluation should not exceed 10% of the grant award.
- If the data is likely to be used for a research journal publication or other similar use in the future, appropriate institutional IRB protocols should be followed.

See also the narrative reports description in "Grant Management," §8. "Reporting Requirements." That section lists specific basic information to be kept by all projects**.**

5. BUDGET AND COST-EFFECTIVENESS (15 points)

The budget and budget narrative should clearly link all costs to the project activities detailed in the Plan of Operation; by the same token, it should be clear how all activities are accounted for in the budget and budget narrative. Use a detailed budget narrative to explain how all figures in the budget summary were calculated (e.g. unit cost, number of units).

Provide evidence of institutional commitment to the project, including the amount of staff time dedicated to the project and any in-kind contributions. Matching funds are not required, but should be included in the budget if offered.

Include information that addresses the "Special Rule" (50%) in either in the budget narrative or in an appendix—to demonstrate how no single partner *uses (benefits from)* more than 50% of the funds. See "Special Rule" explanation under "Eligible Grant Activities and Priorities" and see Proposals Forms (Appendix E) for a worksheet that may be used for this purpose.

The proposal's budget and cost-effectiveness will be evaluated on the extent to which:

- Budget summary is correctly computed (this is a common error!);
- Budget narrative explains how the budget summary figures were calculated, <u>matches</u> the amounts in the budget summary and fully explains what purposes these costs serve;
- Budget is adequate to support the project—and it is clear how activities are funded;
- Costs are reasonable in relation to the objectives and design;
- Costs are reasonable in relation to the number of participants to be served (per participant cost);
- There is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners;
- Administrative costs are kept to a minimum; and
- There is potential for continued support of the project after the federal funding ends.

5A) <u>The Budget Summary Form</u>

The budget Summary form should show all planned expenditures for the project.

- Column 1, "Title II Funds Requested," is the request amount of grant funding.
- Column 2, "Matching Funds," will include both cash and in-kind contributions from the Applicant who will serve as the fiscal agent if the grant is awarded.
- Column 3, "Other Funds," shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others to this project. If more than one agency is committing funds to this project, indicate the specific breakdown of such funds on a separate page.

5B) <u>The Budget Narrative</u>

The budget narrative should explain the rationale for each line item in the budget summary for grant expenditures and matching funds. This narrative, which will be organized by the corresponding line item on the budget summary, must show how the amounts indicated were determined (e.g. hourly rate **x** # hours, unit cost **x** #units, % of salary for each project staff member, fringe rate applied to salary). Satisfaction of the 50% Rule should be briefly summarized in the budget narrative; and an additional appendix (which will not be counted against the page limit) should also be used to provide detailed documentation to satisfy the 50% rule. See worksheet in Appendix E.

Reviewers generally give close attention to the budget narrative. There is no page limit for the budget narrative. Applicants have the opportunity to fully and clearly articulate how the project activities are being funded, how costs were computed, and what the various project expenses mean in terms of service to participants.

5C) <u>Ineligible Costs</u>

ITQ Applicants **may not expend funds** for the following purposes:

- Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project;
- Purchase of non-instructional equipment (these are not equipment grants);
- Purchase of supplies for something other than the professional development activities being provided;
- Entertaining; and
- All Subsistence (breakfast, lunch or dinner). See USDoED clarification Memo in Appendix F.

Funds may only be expended on targeted participants to include teachers, principals, assistant principals, and *highly qualified* paraprofessionals from high-need LEAs and primary participants (after all targeted participants recruiting strategies are exhausted) for the same population of high-need schools in non-high need districts.

5D) <u>Budget Guidelines</u>

The following budget guidelines apply (arranged by line item corresponding to the budget summary):

A. Salaries and Wages

Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. Salaries are to be part of the individual's regular compensation for the academic year, and should be expressed as a percentage for commitment of time. In the unusual case that commitments over 100% effort would be allowed by the institution, additional explanation and documentation are required to demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively.

For the summer session, pay should be calculated based on the individual's regular compensation. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives. **MHEC reserves the right to request salary verification for this purpose.**

1. **Professional Personnel**

   - List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of the individual's annual time will be committed to the project.
   - Summer salaries may be in a lump sum but must not be proportionally more than the institution compensates for similar work during the academic year. Explain how the summer salary calculation was done.
   - Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent.

This rule may be waived if documentation and explanation justifies why and how a greater time commitment than that is required.

If effort is committed as an in-kind institutional contribution, it should be noted in column 2 or column 3.

2. Other Personnel

List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified, and may include clerical and graduate assistants. Support personnel requests are restricted to the actual planning and instructional time equivalent for the project. If effort is committed as an in-kind institutional contribution, that should be noted in column 2 or column 3.

B. Fringe Benefits

These are the costs normally paid by the institution to the salaried members of its faculty and staff who will be involved in the project (calculated for the percentage of effort in the project). The fringe rate should be supplied (e.g. 18%, 23%) for each staff member in the narrative. These may appear as direct costs or match, or a combination of both. If summer and academic year costs are different, please distinguish these in the budget narrative.

C. Travel

Enter travel costs of grant project staff if travel is necessary for key personnel to conduct off-campus activities. Mileage allowances charged to the grant may not exceed 56 cents per mile, or the State mileage reimbursement rate in effect at the time the travel occurs (whichever is lower). All travel funding must be specifically designated by place, date, duration, and method of travel, and be approved in the project budget.

D. Participant Support Costs

1. Stipends or Tuition – not both

Participant stipends for a summer or weekend component may be requested and supported by grant funds. Stipends may be equivalent to the LEA rate but the amount paid by the grant must **not exceed $150 per day**. The amount of the total stipend may exceed this amount if supplemented by funds from other sources. These stipends must be clearly justified. **Each participating school district has Title II, Part A funds available to support in-service programs such as those funded by this grant program.** If a school district provides stipends above the ITQ grant amount of $150 per day, the district may supplement the difference to ITQ grant participants (e.g. District A provides stipends of $175 per day for summer professional development; District A offers to provide ITQ grant participants an additional $25 each day). School district financial support is encouraged, but not required. **Some LEAs pay a portion of participant's stipends or tuition to demonstrate LEA commitment.**

Stipends are not allowed for time during which participants receive their regular pay. For example, a stipend for attending an after-school session is acceptable; however, a stipend for attending a session during the normal school hours is unacceptable.

2. Tuition or Stipends – NOT BOTH

For the 14 months of an ITQ grant project, the grant may pay for up to nine (9) semester credit hours of regular tuition and fees, and related admission costs per participant. Four to six credit hours for the time period is usual given the requirement for follow-up activities. Sufficient time also needs to be allotted to the recruiting effort. Additional tuition funds might be made available if the proposal can make a strong case for the acquisition of more credit hours in the allotted time period.

3. Subsistence

Federal funds may **NOT** be used for refreshments for meetings and classes (See Appendix F- USDoED Memo). MHEC encourages in-kind contributions for subsistence from the partners or an outside source (e.g., LEA purchases snacks or a vendor/ supermarket supplies lunch).

4. Other (specify)

Examples of Other Participant Costs might include:

- Child care requests are approved at the rate of $40 per child per day (summer and academic
  year).
- Teachers, principals, college faculty, and highly qualified paraprofessionals participating in a grant project may be reimbursed (from the grant) for travel such as gasoline reimbursement.
- **Related receipts should be kept by project directors for appropriate reimbursement and audit procedures.** Project directors should keep these receipts on file with their other financial management and auditing records for this grant.

E. Other Costs

1. Materials and Supplies

Non-expendable supplies—including but not limited to books and materials, furnishings, small appliances, and computer software necessary for the effective implementation of the funded activity—may be purchased only if they are necessary and appropriate to the project activities for professional development. These are not to be purchased to improve a school library, a computer lab, etc.; they are for participants' use for project activities. The budget narrative should indicate how such materials will be maintained, housed, and/or used after the grant project ends.

2. Consultant Services

Use of program consultants must be justified and **their pay limited to an amount less than or equal to 10% of the budget**. Travel and per diem expenses for consultants should not exceed the State rate. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per the IHE's institutional policy and must not exceed institutional salary levels. **Preparation time for consultants will not be paid by the grant.**

Documentation for consultant services should be filed showing:

- Consultant's name, dates, and hours of service, and amount charged to grant.
- Names of grant project participants to whom services were provided.
- Results of subject matter of the consultation.

3. Computer Services

Enter costs of leasing any equipment essential to the proposed activity. It should be limited to the time period of professional development. Computer software purchases necessary to the program are allowable when well justified. Indicate how this software will be maintained, housed, and/or used after the grant ends.

4. Other (specify)

- Equipment that is necessary to perform project activities for training and implementation in the classroom should be leased or rented unless the cost to purchase is less; rental or leasing of equipment during the training period is recommended; and funds to lease equipment must be designated in the approved project budget.
- "Equipment" means an article of non-expendable tangible personal property having a useful life of more than one year and an acquisition cost per unit that is consistent with institutional and State policy; federal and State Guidelines differ on the price point for "equipment"; the more restrictive State limit of $2,000 should be used as a guide here; **equipment purchases are only allowed for professional development;** and no supplemental funds will be provided for the purchase of equipment that will be issued to teachers for further use in their classrooms.
- No equipment purchases for items to be used after the training activity may be made with grant funds.
- Enter costs of laboratory, instructional, and office supplies necessary to conduct training activities. Non-expendable supplies may be purchased with grant funds. In this category, include any expected costs for printing a publication to promote or culminate a project, postage, long distance telephone calls, and message delivery services, if any (unless institutional policy dictates otherwise).
- Rental of space, if necessary.
- Any other costs not included above that are necessary to fully implement the project (provide specifics).

- Expenses for souvenir items are not allowed.

F. Total Direct Costs

Enter sum of items A, B, C, D, and E.

G. Indirect Costs

Up to eight percent (8%) of funds requested (item F, total direct costs) from the grant program to cover the direct cost of the project may be claimed for indirect costs recovery. Any indirect cost exceeding this limitation must be provided from matching funds or in-kind services. Unlike certain other federal educational grants, ITQ allows unrecovered indirect costs exceeding 8% to be used as match.

H. Total

Enter sum of Items F and G. The total in Column 1 for Title II Funds Requested is the amount of the
grant request. **Be sure to reconcile the total in each line and each column.**

6. REQUIRED ASSURANCES (Required; no points)

6A) MHEC-originated Assurances

Each grant proposal must be accompanied by a Statement of Assurances signed by the appropriate organizational representative (Appendix E). The purpose of this document is to ensure that the grant recipient is fully aware of its obligations to adhere to all state and federal requirements in the event the grant proposal is approved. Recipients of funds under Title II, Part A, Subpart 3 of the Improving Teacher Quality grant program will assure the Maryland Higher Education Commission that:

- Programs of pre-service, in-service, and other professional development will ensure equal access for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age.
- Applicants must agree to participate in any statewide assessment program as required by P.L. 107- 110.
- Applicants must take measures to comply with federal legislative requirements pertaining to accountability. Timely and accurate data collection is essential.

6B) Federal Certifications and Assurances

Grantees who apply to receive at least $100,000 of federal funds under this program must review and **sign both the "Certification Regarding Lobbying" and the "Assurances Non-Construction Programs**." Both forms are included in Appendix E. If the Standard Form LLL regarding lobbying disclosure must be completed, download a copy from www.ed.gov. In addition, as noted above, projects must note how they will comply with GEPA 427.

The 2006 Federal Funding Accountability and Transparency Act (FFATA) legislation requires reporting from any and all prime awardees (MHEC, in this case), that have received Federal grants over $25,000 after October 1, 2010. The legislation also requires that prime awardees report information about all sub-awardees (ITQ grantees) to who they have granted Federal funds after October 1, 2010.

Forms are included in Appendix H and must be completed and returned on or before February 23, 2016, in order to have ITQ grant award funds released.

7. COOPERATIVE PLANNING AGREEMENT (Required; no points)

The proposal must include the cooperative planning agreement indicating that all members of the partnership are aware of their respective roles, agree to the conditions of the proposal and the details of the grant program, and have participated in the planning process. Use the form provided in Appendix E. This is a binding agreement.

8. PROJECT STAFF CURRICULUM VITAE OR RÉSUMÉS (Required; no points)

A *short* curriculum vitae or résumé should be included for each key project staff member. The proposal should not include lengthy vitae. Failure to submit vitae for key staff members who are named in the proposal may be construed as a management plan weakness.

9. ADDITIONAL APPENDICES (optional; no points)

Additional appendices may be included. Appendices should not include material that *is required* by the *proposal narrative*. Documentation of the 50% rule is required, but it may appear as an appendix or in the budget narrative, where there is no page limit. Likewise, GEPA compliance may appear in an appendix.

TECHNICAL ASSISTANCE

A technical assistance webinar meeting has been scheduled to afford potential applicants pre-submission assistance. Topics will include a program overview, an overview of this RFP, and discussion of the RFP requirements. Refer to the Summary Timetable at the beginning of this document for dates and registration. If, in writing the proposal, you have questions about the proposal format or require other assistance, contact MHEC's Office of Outreach and Grants Management. Project directors are also encouraged to contact MHEC whenever they have questions about grant implementation or management.

PROPOSAL CHECKLIST

Every proposal packet should contain <u>one unbound signed original</u> (signatures in blue ink) and <u>four (4)</u> <u>copies</u> of the entire proposal packet. **An electronic copy of the of the entire proposal (PDF. Format), the Abstract (word. Doc.) and the Budget Summary worksheet (excel) should be emailed to benee.edwards@maryland.gov by 4 pm on January 22, 2016.**

The original proposal, four hard copies, and an electronic copy must be submitted. The original hard copy signatures must be in blue ink.

Proposals (electronic and hard copies) as well as all signature pages must be received no later than 4:00 P.M. on January 22, 2016. On rare occasions, exceptions may be granted if well justified, and MHEC approval is received 24 hours prior to deadline.

Electronic Proposal Checklist (email to: benee.edwards@maryland.gov)
Every electronic submission should contain the following in the order and format indicated:
1. _____Abstract (word document)
2. _____The entire proposal (pdf. format)
3. _____The budget request (excel format)

Hard Copy Proposal Checklist (mail or hand deliver):
Every proposal should contain **an original with signatures in blue ink and four (4) copies of the proposal packet** which must include the following, **in the order indicated**:

1. ____Cover Sheet (use form)
2. ____Abstract (use form)
3. ____Table of Contents
4. ____Proposal Narrative (pages must be numbered, 15 page maximum)
    a. ____Extent of Need articulated; needs assessment
    b. ____Project Goals and Outcomes (goals, objectives, outcomes that are measurable)
    c. ____Management Plan (partner roles; work plan; recruitment and retention plan)
    d. ____Plan of Operation (timeline – form available, participant table-use form provided; objectives & activities to achieve them; scientific basis of activities)
    e. ____ Evaluation Plan (ongoing and summative evaluations)
5. ____Budget
    a. ____Budget Summary (use form)
    b. ____Budget Narrative (no page limit)
    c. ____50% Rule Explanation (as part of the budget narrative or as an appendix)
 6. ____Required Assurances
    a. ____MHEC Assurances Form
    b. ____Certification Regarding Lobbying
    c. ____Assurances—Non-Construction Programs
 7. ____Cooperative Planning Agreement
 8. ____Project staff curriculum vitae or résumés as an appendix
 9. ____GEPA 427 information either in Plan of Operation or as appendix
10. ____FAFTA federal form
11. ____(optional) Additional appendix regarding scientific basis or other appendices

Forms are provided in hard copy in the RFP; electronic form files are available on the MHEC website at hhttp://www.mhec.maryland.gov/Grants/ITQ/itq.asp; scroll down the page to find the links to forms.

PROPOSAL REVIEW PROCESS

- Proposals must be received by the deadline.
- Proposals must include all requisite forms. Applicants may photocopy the forms to include in proposal packets or reproduce them in their own word processing files. The RFP and proposal forms will also be available at http://www.mhec.maryland.gov/Grants/ITQ/itq.asp.
- Applicants will receive electronic notification that their proposal has been received.
- A panel of qualified reviewers will read each proposal, and score each proposal according to the criteria summarized below and explained above in "Proposal Format." Each proposal is read and scored by at least four reviewers. Every effort is made to ensure that there are no conflicts of interest and reviewers are required to sign a conflict of interest form.
- Reviewers may include retired Maryland principals, former Maryland teachers, retired faculty and academic administrators from higher education institutions, professional staff from MSDE and MHEC, and other qualified professionals from Maryland or other states.
- Reviewers frequently offer written comments on their review forms. Comments will be compiled and returned to applicants when the review process is complete.
- The full review panel is convened after each has read the proposals individually. Panel members discuss recommendations as to funding and adjustments that the project staff might make to improve either the project identified for funding or the proposal should it be rejected for this round of funding.
- The Secretary of Higher Education, or her designee, shall name the awardees. MHEC takes the panelists recommendations under advisement, but may also consider the geographic distribution of the projects, as required by the USDoED.

EVALUATION AND SELECTION CRITERIA

All proposals will be read independently by at least four qualified reviewers. The full Review Panel will be convened to discuss each proposal and their respective scores. The rating given for each criterion (see below) will serve as a significant, but not the only, aspect of the judgment made by the Review Panel. Title II A, subpart 3, also requires that grants be awarded with consideration to geographic distribution, and to State needs. The Secretary (or designee) of the Maryland Higher Education Commission will review all completed evaluations and recommendations and select those proposals that best meet the established criteria, statewide needs, and provide broad geographical access to grant funded services and activities.

Each proposal will be evaluated by the Review Panel and scored based on these categories:

Category	Maximum Points
Extent of Need for the Project	15
Project Goals and Outcomes	10
Management Plan	15
Plan of Operation	25
Project Evaluation	20
Budget and Cost Effectiveness	15
Total	**100**

The review criteria described above are derived from federal statute governing the grant program, the non-regulatory guidance provided for the Improving Teacher Quality program, and from the general criteria for competitive grants found in the Education Department General Administrative Regulations (EDGAR) §§34 CFR 75.209-210 in response to §34 CFR 76.400 and 76.770.

The Commission reserves the right to negotiate budgets and proposal activities before awarding a grant.

NOTIFICATION OF AWARDS

Preliminary notification of awards will be made on or about February 19, 2016, via e-mail prior to midnight. Projects may begin at that time. No funds will be disbursed for conditional awards until all conditions of the award are met. Written grant award notices will be issued and 50% of the grant award issued once Federal Funding Accountability and Transparency Act (FFATA) forms are completed and returned. Forms are included in Appendix H for sub-awardees (ITQ grantees). Completed FFATA forms are due by February 23, 2016.

APPEAL PROCESS

The following procedures have been established regarding appeals of disapproved grant proposals:

1. The applicant shall be notified in writing if the proposal is not selected for funding support.
2. Upon request of the applicant and within 14 days of notification, additional information outlining the reasons for disapproval will be provided by the Maryland Higher Education Commission.
3. The sole basis for appeal is violation of State statures or regulations.
4. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
5. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
6. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.
7. If the Maryland Higher Education Commission does not rescind its original action, the applicant may file an appeal with the Secretary of Higher Education within 20 days after the applicant has been notified of the Maryland Higher Education Commission's decision.

POST-AWARD GRANT MANAGEMENT

1. FISCAL PROCEDURES

All federal funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each.

For this grant cycle, institutions will receive two payments. One at the time of the award and one after the interim report has been reviewed and approved by MHEC. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope or objectives of the approved project. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation.

The grant recipient must obtain prior written approval from the Grants Manager, Office of Outreach and Grants Management and/or the Director, Office of Outreach and Grants Management:

- To continue the project during any continuous period of more than three (3) months without the active direction of an approved project director.
- To replace the project director or any other persons named and expressly identified as a key project person in the proposal, or to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded.
- To make budget changes exceeding 10% in any line item or $1,000 whichever is greater.

The State Higher Education Agency portion of Title IIA Subpart is likely to be defunded under current Congressional discussion of the reauthorization of the Elementary and Secondary Education Act (ESEA). As result, a one-time no cost extension of this grant is unlikely. Grantees should plan to execute all activities and expend all funds within the 14-month grant period. This is a change from past practice.

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3. PROGRAM CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall be closed out promptly after expiration or termination of the grant. Closeout should be completed **no more than 90 days after the expiration or termination** of the grant unless otherwise approved by MHEC. A project director's history of failure to closeout grants in a timely fashion may have a negative impact on future proposal consideration. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund or otherwise dispose of, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.

The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

Termination: MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the

reasons for the termination, together with the effective date. The grant recipient may terminate the grant in whole or in part upon written notification to the Commission setting forth the reasons for such termination, the effective date, and in the case of partial terminations, the portion to be terminated. However, if in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made; MHEC may terminate the grant in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. RECORDS

Grant recipients must retain the following records for a period of **five** years after project completion:

- Records of significant project experience and results;
- Records that fully show amount of funds under the grant, how the funds were used, total cost of projects, all costs provided from other sources, and other records to facilitate an effective audit;
- Records to show the grant recipient's compliance with program requirements, including how the project is grounded in scientifically based research; AND
- Participant data (**see below in the paragraph beginning "Narrative reports"**).

5. REPORTING REQUIREMENTS

- Section 80.40(a) of **EDGAR requires**, among other things, State monitoring of grant activities. MHEC staff may conduct site visits, undertake telephone interviews, or request written materials for this purpose.
- **The 2006 FFATA legislation requires** reporting from any and all entities (prime awardees-MHEC) that have received Federal grants over $25,000 after October 1, 2010. See Appendix H for additional FFATA information and reporting forms.
- **Formal interim and final reports are required from all grantees**. **At the end of the grant, both a financial and a narrative report will be due to the Commission. Final reports should address the items described below under "The Financial Report" and "Narrative Reports."** Refer to the Summary Timetable or the Grant Award Notice for report due dates.

5A) Preparing for Reporting

Project directors should maintain records indicating when and where activities took place, the length of time participants spent in activities, who participated in each activity by name**,** and how funds were expended, as well as what total project cost. In addition, project directors should maintain evidence that demonstrates whether activity and project goals are being met. **The amended ESEA places increased emphasis on data and accountability based on data.** Interim and final financial reports have a similar format but must clearly distinguish between approved expenditures and actual expenditures. See Appendix H for the Interim and Final Report Form; see also "Grant Management", §7 Records.

Project directors should request participant data while activities are still ongoing.

Such information may be used for statewide evaluation of the MHEC grant program, in accordance with the guidelines provided by EDGAR 34 CFR 99.30-31 and 99.35. During at least one of the group activities (and preferably more for maximum coverage), project directors are asked to seek **written permission from participants to release appropriate data** for the purposes of program evaluation, and to ask if participants would be willing at a later date to be contacted to help evaluate the program, should such an evaluation take place. Participants' SSNs are not required. See below under "Narrative Reports" for more information about collecting participant data. Participant addresses and/or e-mail addresses should be collected at the same time. If project directors plan to use the data collected for research publication, all institutional IRB protocols should be followed.

5B) Interim Reports

The second payment of grant funds will be contingent upon the acceptance of the interim report by the Commission. The Interim Report and all associated forms can be found in Appendix H, the report must include:

- An assessment of the progress towards attainment of goals and objectives;
- A Participant Roster (form provided) that includes: position (teacher/principal/highly qualified paraprofessional, subject taught, participant's school, school district, grade levels taught, and number of students impacted by their teaching during the academic year in which the professional development takes place);
- A Participant Contact Hours by School Level table (form provided);
- A Budget Summary worksheet for the reporting period (form provided) that shows how much of the grant has been spent, and how much remains in each line item of the original accepted budget proposal;
- Responses to the other questions posed on the interim report form; and
- Evidence that the project is progressing with sufficient effectiveness to continue.

See below under "Narrative Reports" for more information about gathering participant data. MHEC reserves the right to request a revised expenditure budget based on the Interim Report prior to the disbursement of subsequent payments on the grant.

5C) Final Reports

- Final reports must be submitted; **failure to submit a final report will make the project director ineligible to apply for future grants.**
- Final reports have a financial report section and a narrative report section.
- The final report includes evaluation of the grant; this evaluation will include the accepted evaluation plan components from the proposal. The Final Report should include any evaluation report completed for the project. Data tables, sample surveys, and other related evaluation tools should be placed in an appendix.
- A discussion assessing the attainment of the goals and objectives should be included. Each grantee will provide an account of the project evaluation data results in the final report and in an

online survey. Grantees will be required to complete the online survey as part of their final report requirement. The survey questions are organized into three categorical areas:
- o Area 1: Changes in Teacher Content Knowledge;
- o Area 2: Changes in Teacher Pedagogical Knowledge; and
- o Area 3: Teacher Practice; and Changes in Student Learning Outcomes

Note, in each area grantees are asked for three types of information: the type of study conducted, the measurement instrument used, and the general trend of the evaluation results.

- Final reports should include the same type of Participant Roster and Participant Contact Hours by School Level requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).
- The final report includes a *Budget Summary* worksheet (see Appendix J) and a *Budget Narrative.*
- **The final report will include a summary of how the 50% rule was followed.**

5D) Final Financial Reports

The financial report should be structured like the approved budget, with both a budget summary and a budget narrative (see forms in appendix for the specific form/format to use). **It must be signed by a financial officer at the institution serving as the fiscal agent.** Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other related records to facilitate an effective audit; such records should be held for five (5) years after the grant ends.   Any unspent grant funds should be returned with the financial report.

5E) Final Narrative Reports

Narrative reports must include the results of the evaluation plan outlined in the project proposal and document the project outcomes. These reports will:

- Address the goals of the project, explaining how project activities addressed those goals, and to what extent the project was successful in meeting those goals;
- Note where or how the project activities might be improved; and
- Indicate the number teachers, principals, and highly qualified paraprofessionals that were served and estimate how many students were impacted.

The narrative report should also detail participant data, reflecting the total number of participants. In addition to the information contained in the roster/table mentioned in 5B and 5C, the report should include if applicable, the number of teachers who moved from uncertified to certified or "not highly qualified" to "highly qualified" and the number who passed Praxis I and/or Praxis II exams.

Sign-in sheets can serve as a place to collect most of this information in preparation for reporting. A sample chart appears in Appendix I. **Project directors should request participant data while activities are still ongoing**.

Because ITQ aims to improve student achievement and to close achievement gaps, school data is also likely to be relevant. At the very least, indicate:

- What schools were served?
- Were any of these schools low-performing? Are they still low-performing?
- What LEAs were served? Which LEAs were "high-need"?
- The pre- and post-measures of student achievement where available.

Relevant student achievement indicators might be test scores, expansion of curricula, or documented changes in student behavior and performance. The specifics will have to be relevant to your project and your evaluation. Try to demonstrate as clearly as possible the impact your project had on the teachers served and on their students.

6. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Higher Education Commission and the U.S. Department of Education must appear in any publication of materials based on or developed under this project in the following manner:

"The activity that is the subject of this [type of publication (e.g., book, report, film)] was produced with the assistance of a grant from the Maryland Higher Education Commission and the U.S. Department of Education under the auspices of the Teacher and Principal Training and Recruiting Fund Partnership Grant Program."

MHEC may request that materials, except those published in academic journals, contain the following disclaimer:

"Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Higher Education Commission or the U.S. Department of Education, and no official endorsement should be inferred."

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Higher Education Commission under the auspices of the U.S. Department of Education Teacher and Principal Training and Recruiting Fund Partnership Grant Program.
At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Higher Education Commission, Office of Outreach and Grants Management, clearly labeled with appropriate identifying information.

7. **COPYRIGHTS**

Unless otherwise provided by the terms of the grant, when copyrightable material is developed in the course of or under the Teacher and Principal Training and Recruiting Fund Partnership Program grant, the grant recipient is free to copyright the materials or permit others to do so.

If any copyrightable materials are developed in the course of or under this grant program, the Commission and the U.S. Department of Education shall have a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use and to authorize others to use the work for state or federal government purposes.

8. **FEDERAL REGULATIONS**

Non-Discrimination Statutes and Regulations

This grant and any program assisted thereby are subject to the provisions of Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the regulations issued pursuant thereto by the U.S. Department of Education (45 CFR Part 80). No person on grounds of race, color, national origin, or handicap shall be excluded from participation or be denied benefits of, or be otherwise subjected to discrimination under this grant. In addition, no person on the basis of sex shall be excluded from participation in the project in compliance with Title IX of the Education Amendments of 1972 (20 USC 1681-1686). Further, by acceptance of this award, the grant recipient assures the Commission and the U.S. Department of Education that it will comply with section 504 of the Rehabilitation Act of 1973 (29 CFR Part 84) and the implementing regulations (45 CFR Part 84). No person on the grounds of age shall be excluded from participation in the project as defined by the Age Discrimination Act (412 USC 6101 et seq.) and the implementing regulations (45 CFR Part 90).

Other Federal Regulations

This document, Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 74, 75, 76, 79, 80, 81, 82, 85, 86, and 99; Audit Requirements under OMB Circular A-133 for institutions of higher education, hospitals, and other non-profit organizations; and OMB Cost Principles in Circular A-21 and OMB Circular A-122 (for nonprofits that are not IHE) establish uniform requirements for the administration of Title II higher education grants. These regulations are applicable to all activities assisted by Title II, Part A, Subpart 3 funds.

The 2006 Federal Funding Accountability and Transparency Act (FFATA) legislation requires reporting from any and all entities (prime awardees - MHEC) that have received Federal grants over $25,000 after October 1, 2010. The legislation also requires that prime awardees report information about all sub-awardees (ITQ grantees) to whom they have granted Federal funds after October 1, 2010.
Forms are included in Appendix H for sub-awardees and must be completed and returned by February 23, 2016, in order to have ITQ grant award funds released by MHEC to the grant sub-awardees.

APPENDICES:

A. MARYLAND HIGH-NEED LEAs

Maryland High-Need LEAs

In the NCLB Act of 2001, Title II, Part A, Subpart 3, a high-need LEA is defined as an LEA:

- That serves not fewer than 10,000 children from families with incomes below the poverty line (as determined by the U.S. Census SAPIE data); **or**
- For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **AND**
- 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**
- For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Improving Teacher Quality State Grant Program - FY 2016 Funding Cycle

Small Area Poverty Levels and Percentage of Conditional Teachers

School District	Total Population[1]	Children Ages 5-17[1]	20% of total children	Children Ages 5-17 in Families in Poverty[1]	% Conditional Teachers (2014)[2]
ALLEGANY COUNTY	65,664	9,178	1,836	1,895	0.0
ANNE ARUNDEL COUNTY	541,164	90,206	18,041	7,502	1.4
BALTIMORE CITY	599,441	87,557	17,511	26,703	1.9
BALTIMORE COUNTY	801,716	125,597	25,119	14,754	1.3
CALVERT COUNTY	89,705	17,017	3,403	1,311	0.4
CAROLINE COUNTY	32,174	5,648	1,130	1,266	0.0
CARROLL COUNTY	164,217	29,774	5,955	1,948	0.7
CECIL COUNTY	100,665	17,754	3,551	2,286	0.1
CHARLES COUNTY	151,277	28,762	5,752	2,790	0.8
DORCHESTER COUNTY	32,136	4,753	951	1,319	0.0
FREDERICK COUNTY	237,174	43,192	8,638	3,271	0.3
GARRETT COUNTY	29,356	4,448	890	960	0.0
HARFORD COUNTY	246,482	43,515	8,703	3,682	0.1
HOWARD COUNTY	302,342	57,191	11,438	3,268	1.1
KENT COUNTY	18,469	2,352	470	482	0.0
MONTGOMERY COUNTY	1,007,254	171,715	34,343	15,202	0.4
PRINCE GEORGE'S CO.	868,228	139,314	27,863	18,373	2.3
QUEEN ANNES COUNTY	48,043	8,238	1,648	783	0.8
ST. MARYS COUNTY	106,611	19,869	3,974	2,068	0.2
SOMERSET COUNTY	20,586	2,956	591	1022	0.6
TALBOT COUNTY	37,483	5,261	1,052	790	0.4
WASHINGTON COUNTY	140,838	24,025	4,805	3,599	0.3
WICOMICO COUNTY	96,295	15,617	3,123	3,420	1.2
WORCESTER COUNTY	50,851	6,820	1,364	1,355	0.0

Notes:
1. Definition of High Need LEA: $\geq$ 10,000 in families in poverty or $\geq$ 20%) of all children AND $\geq$ 0.5% conditional teachers
2. No data was available for number of teachers teaching out of field.
3. Most current available data used

Data Source:
[1]2013 SAIPECensus Data, [2]2014 MDReportCard.org

B. MARYLAND and COMMON CORE STATE STANDARDS

WEB ADDRESSES for MARYLAND and COMMON CORE STATE STANDARD DOCUMENTS

State standards for core academic content areas, school performance, and other information are available from the Maryland State Department of Education (MSDE); see http://www.marylandpublicschools.org/MSDE. The following pages from the extensive MSDE website may be useful to project planners:

School Improvement in Maryland
http://www.mdk12.org/index.html

Common Core Curriculum Standards in Math and Language Arts
http://www.mdk12.org/instruction/curriculum/index.html

Professional Development Standards
http://www.marylandpublicschools.org/MSDE/divisions/Instruction/prof_standards.htm

Maryland Professional Development Planning Guide
http://www.marylandpublicschools.org/NR/rdonlyres/DF957230-EC07-4FEE-B904-7FEB176BD978/18591/MarylandTeacherProfessionalDevelopmentPlanningGuid.pdf

Instructional Leadership
http://www.marylandpublicschools.org/MSDE/divisions/leadership

Teacher Certification
http://certification.msde.state.md.us/

Professional Development School Standards
http://www.msde.maryland.gov/MSDE/divisions/instruction/prof_standards.htm

Teacher Technology Standards
http://www.marylandpublicschools.org/MSDE/programs/technology/techstds/teacher_standards.htm

MD Common Core State Standards
http://www.marylandpublicschools.org/MSDE/programs/ccss/

High School Assessments and Core Learning Goals (available by subject area)
http://www.mdk12.org/searchresults.html?cx=001108966000364327580%3Ajgm4dtsfxhi&cof=FORID%3A11&q=core+learning+goals#915

Data and Using Data to Improve Student Achievement
http://www.mdk12.org/data/index.html

Assessment and Adequate Yearly Progress
http://www.marylandpublicschools.org/MSDE/testing/msa/

Partnership for Assessment of Readiness for College and Careers (PARCC)
http://www.parcconline.org/
Common Core State Standards Initiative
http://www.corestandards.org/

MD Common Core State Standards
http://www.marylandpublicschools.org/MSDE/programs/ccss/

C. STANDARDS

1. National

2. Partnership for Assessment of Readiness for College and Careers (PARCC)

3. Common Core State Standards (Appendix B)

NATIONAL STANDARDS

National Board for Professional Teaching Standards
http://www.nbpts.org/

Arts
The National Association for Music Education
MENC [Music Educators National Conference]
1806 Robert Fulton Drive
Reston, VA 22091-4000
(703) 860-4000 or (800) 336-3768
http://www.menc.org

Civics and Government
Center for Civic Education
1546 Douglas Fir Road
Calabasas, CA 91302-1487
(818) 591-9321
http://www.civiced.org/

Economics
The National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
(212) 730-7007
http://www.ncee.net/

English and Language Arts

National Council of Teachers of English (NCTE) International Reading Association
1111 West Kenyon Road 800 Barksdale Road, P.O. Box 8139
Urbana, IL 61801-1096 Newark, DE 19711-8139
(217) 328-3870 (302) 731-1600
http://www.ncte.org/ http://www.reading.org/General/Default.aspx

Foreign Languages
American Council on the Teaching of Foreign Languages (ACTFL)
Six Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830
http://www.actfl.org/

Geography
National Council for Geographic Education
1145 17th Street, N.W.
Washington, DC 20036-4688
(202) 775-7832
http://www.ncge.org/

History
National Center for History in the Schools
University of California, Los Angeles (UCLA)
10880 Wilshire Boulevard, #761
Los Angeles, CA 90024
(310) 825-4702
www.nchs.ucla.edu/

Mathematics
National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, VA 20191
http://www.nctm.org/standards/default.aspx?id=58

Science

National Science Education Standards   Benchmarks for Science Literacy
National Research Council   Project 2061 of the American Assoc.
Director, Outreach & Dissemination   for the Advancement of Science (AAAS)
2101 Constitution Avenue, N.W.   1200 New York Avenue, N.W.
Washington, DC 20418   Washington, DC 20005
http://www.nap.edu/readingroom/books/nses/
http://www.project2061.org/tools/benchol/bolframe.htm

Social Studies
National Council for the Social Studies
8555 Sixteenth Street
Suite 500
Silver Spring, Maryland 20910
(301) 588-1800
http://www.socialstudies.org/

Technology for Students:
http://www.iste.org/standards/iste-standards/standards-for-students

For Teachers:
http://www.iste.org/standards/ISTE-standards/standards-for-teachers
International Society for Technology in Education
4480 Charnelton Street
Eugene, OR 97401

Scientifically Based Research
In 2002, the U. S. Department of Education established the What Works Clearinghouse "to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education" (from "Who We Are" on the Clearinghouse site). The site is still developing and expanding; see http://ies.ed.gov/ncee/wwc/

PARCC
PARCC is a 20-state consortium working together to develop next-generation K-12 assessments in English and math.
http://www.parcconline.org/

D. DEFINITIONS

1. From the No Child Left Behind Act of 2001

      arts and sciences

      core academic subjects

      high-need local education agency

      highly qualified paraprofessional (paraeducator)

      highly qualified teacher

      low-performing school

      out-of-field teacher

      professional development

      scientifically based research

      teacher mentoring

2. Other Definitions

      nonprofit of demonstrated effectiveness

3. Frequently Used Acronyms

Definitions

1. From the No Child Left Behind Act of 2001
Title IX ("General Provisions"), Part A §9101, and Title II, Part A §2102 of ESEA, as amended, define several terms that are critical to implementing programs under the law. For the convenience of applicants, a set of terms that are especially germane to this grant program are reproduced here in alphabetical order (bold type not in the original):

Arts and Sciences
"The term 'arts and sciences' means—
> (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teacher's teach; and

> (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A)."

Core Academic Subjects
"The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography."

High-Need Local Education Agency
"The term high-need local educational agency' means a local educational agency —
> (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."

See Appendix A for a list of LEAs in Maryland that qualify under this definition for this funding round.
Highly Qualified Paraprofessional (paraeducator)
"a paraprofessional who has not less than 2 years of —
> (A) experience in a classroom; **and**

> (B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers."

Highly Qualified Teacher
> "(A) when used with respect to any **public elementary school or secondary school teacher** teaching in a State, means that —
>> (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that

when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; **and**

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —
    (i) an **elementary school teacher who is new** to the profession, means that the teacher
        (I) holds at least a bachelor's degree; **and**
        (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); **or**
    (ii) **middle or secondary school teacher who is new** to the profession, means that the teacher
    holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —
        (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); **or**
        (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; **and**

(C) when used with respect to an **elementary, middle, or secondary school teacher who is not new to the profession**, means that the teacher holds at least a bachelor's degree **and** —
    (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; **or**
    (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —
        (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
        (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
        (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
        (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
        (V) takes into consideration, but not to be based primarily on, the time the teacher has been teaching in the academic subject;
        (VI) is made available to the public upon request; **and**
        (VII) may involve multiple, objective measures of teacher competency."

Low-Performing School
"An elementary or secondary school that is identified under Section 1116 of ESEA." For Section 1116, see http://www.ed.gov/legislation/ESEA02/pg2.html#sec1116; this definition is taken from the USDoED Draft Guidance for Improving Teacher Quality State Grants, Title II, Part A.

Out-of-Field Teacher
"a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified."

Professional Development
"The term professional development' —
    (A) includes activities that —
        (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
        (ii) are an integral part of broad school wide and district wide educational improvement plans;
        (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
        (iv) improve classroom management skills;
        (v)   (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; **and**
            (II) are not 1-day or short-term workshops or conferences;
        (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
        (vii)   advance teacher understanding of effective instructional strategies that are —

            (I) based on scientifically based research . . . ; **and**
            (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; **and**
        (viii)   are aligned with and directly related to —
            (I) State academic content standards, student academic achievement standards, and assessments; **and**
            (II) the curricula and programs tied to the standards described in the sub clause
            (III) except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
        (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
        (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology proposals are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.”

Scientifically Based Research

“The term ‘scientifically based research' —

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; **and**

(B) includes research that —

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review."

Teacher Mentoring
"The term teacher mentoring' means activities that —
    (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that —
        (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; **and** part of an ongoing developmental induction process
            (I) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; **and**
            (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; **and**

    (B) may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization."

2. Other Definitions:
Nonprofit (NPO) of demonstrated effectiveness
An NPO is an organization whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity. In addition, the organization must have evidence of financial stability; the improvement of student learning in mathematics, science, or reading as its primary purpose; documentation of having conducted teacher- training programs that used effective approaches and processes for teaching subject matter content; personnel with qualifications and expertise to provide the desired instruction; and evaluation data from past programs to show improved student outcomes.

A Statement of Demonstrated Effectiveness for Nonprofit Organizations:
Written evidence provided from the NPO of (a) past demonstrated effectiveness in providing professional development for teachers in Maryland and (b) financial stability. Documentation of past effectiveness in providing teacher training includes: title, dates, and location of activities; number of teachers who participated; names and titles of instructional personnel; a summary of course/workshop content and activities (syllabus); and evidence of project outcome, which may include data on improved student outcomes, the final evaluation report, recruitment procedures, and resulting materials or publications. Evidence of financial stability includes: a complete copy of the management letter from the most recent independently audited financial statement and evidence that the NPO is not dependent on this grant for continued existence of the organization and its current staff configuration.

3. Frequently Used Acronyms:
EDGAR = Education Department General Administrative Requirements

FFATA = Federal Funding Accountability and Transparency Act

IHE = Institution of Higher Education

LEA = Local Education Agency (=local school district)

MHEC = Maryland Higher Education Commission

MSDE = Maryland State Department of Education (oversees preK-12)

PARCC = 20-state consortium working together to develop next-generation K-12 assessments in English and math
RFP = Request for Proposals

SEA = State Education Agency (in Maryland, this is MSDE)

SAHE = State Agency for Higher Education (in Maryland, this is MHEC)

E. PROPOSAL FORMS

IMPROVING TEACHER QUALITY State Grant Program Proposal
FY 2016 Phase 14 - Sub-Grant from CFDA# 84.367

Email in <u>entire proposal</u> in pdf. format to benee.edwards@maryland.gov before January 22, 2016, by 4:00 pm.

Lead Applicant Institution: _____

Lead Applicant Institution DUNS #:_____

Title of Project: _____

Partnership Members: IHE (division preparing educators):_____

IHE (school of arts & sciences): _____

HIGH NEED LEA(S)_____

Other partnership members: _____

Content Area(s) of Project: _____

Funds Requested: $_____

Value of Match Provided (Funds, In-Kind, etc.): $_____

Project Director(s): _____

Campus Telephone:_____ FAX Number:_____

E-mail: _____

Campus Mailing Address: _____

_____

Grants Office Contact, Name & Title (post award): _____

E-mail address: _____ Phone number: _____

Campus Mailing Address: _____

Finance or Business Office Contact, Name & Title (post award):_____

E-mail address: _____ Phone number: _____

Campus Mailing Address: _____

Certification by Authorizing Official (V.P. level or above):

Name: _____Title: _____

Signature:

_____

ABSTRACT
Improving Teacher Quality State Grant Program
FY 2016 Phase 14

Email in MS word document form to benee.edwards@maryland.gov on or before January 22, 2016, by 4:00 pm.

Lead Institution: _____

Project Title: _____

In 250 words or less, describe (for an "educated general audience") your project activities: (This may be reproduced as is or edited by the Maryland Higher Education Commission staff for inclusion in FFATA reporting, press releases and other publications describing the grant program).

BUDGET REQUEST SUMMARY
Improving Teacher Quality State Grant Program

FY 2016 Phase 14

Email in MS excel format to benee.edwards@maryland.gov on or before January 22, 2016, by 4:00 pm.

        Project Title: _____

        Lead Institution Name: _____

Reporting Period xx/xx/xx – yy/yy/yy

	Column 1	Column 2	Column 3
	SOURCE OF FUNDS		
	Grant Funds Requested	**Institution Match Funds**	**Other Funds ****
A. Salaries & Wages			
Professional Personnel			
List each by name and title			
1			
2			
3			
4			
Other Personel (job type & # of each)			
6			
7			
Total Salaries & Wages	0	0	0
B. Fringe Benefits			
C. Travel			
D. Participant Support Costs			
1. Stipends			
2. Tuition			
3. Subsistence***			
4. Other (specify)			
Total Participant Costs	0	0	0
E. Other Costs			
1. Materials and Supplies			
2. Consultant Services			
3. Computer Services			
4. Other (specify)			
Total Other Costs	0	0	0
F. Total Direct Costs (A thru E)	0	0	0
G. Indirect Costs (cannot exceed 8% of F)	0	0	0
H. Total (F & G)	0	0	0

*Include all grant-funded expenses, including for sub-contracts, in this column. Identify cooperating organizations, agencies, institutions, LEAs etc., and funds requested for them (through project sub-contracts) on separate page(s); use the column 1 for requested ITQ funds, use column 2 for your institutional match funds, if any and use 3 column for any outside funds from a partner, community organization, etc.

** If any of these parties, or another agency, is committing funds or in-kind donations for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting the totals for appropriate categories here.

***Refer to USDoE Memo (Appendix F)

BUDGET NARRATIVE and JUSTIFICATION
Improving Teacher Quality State Grant Program
FY 2016 Phase 14

Lead Institution: _____

Project Title: _____

(These partial examples are provided only to demonstrate the format for the budget narrative. Provide as many sheets of paper as needed to provide justification for <u>each line item of the budget summary</u>.)

A. Salaries & Wages
   Professional Personnel:
   a. Column 1: Dr. Jill Smith, the project director, will spend 12.5% of her time in project activities during the 2015-2016 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course. Request = $5,000
   b. Column 2: The University will contribute the difference between the $5,000 requested and 12.5% of Dr. Smith's 10-month annual salary as in-kind cost share valued at $7,500.
      Match = $2,500
   Other Personnel:
   a. Administrative Assistant (1): Request = $1.00/hour x 5 hours/week x 78 weeks = $4,680
      (Assistant's time not included as an indirect cost; time is scheduled for grant work)
      Column 2: Assistant's fringe benefits contributed as match:
      5 hrs./wk. x 78 weeks x 33% benefits rate x $12/hr. = $1,544.40
   b. Database programmer (1); no request;
      Column 2: Maryland State Univ., the lead institution, will provide release time for a database programmer to help develop and maintain a database for the project:
      Match = $29/hr. x 2 hrs./wk. x 26 wks. = $1,404

B. Fringe Benefits
   Fringe benefits for the project manager's spring semester release time are calculated at 33% of prorated salary. Request = $12,250 x .335 = $4,103.75

C. Travel
   Travel for project director to three cooperating LEAs for outreach and recruitment. Request = 56.5 cents per mile x 10 trips x 60 miles/trip = $339

D. Participant Support Costs
   1. Stipends:
      50 in-service teacher participants @ $100/day for 10-day summer seminar
         Request = $50 x 10 days x 50 participants = $25,000
         LEA Match = $50 x 10 days x 50 participants = $25,000
   2. Tuition:
      The LEA partner will pay tuition reimbursement costs for each participant
      Column 3, Other funds = $193/credit x 6 credits x 60 participants = $69,480

E. Other Costs
   Other: Materials and Supplies for 6 Saturday workshops
         Request = $10 per participant x 6 days x 40 participants = $2,400

SPECIAL RULE (50% RULE) -BUDGET REQUEST
Improving Teacher Quality State Grant Program
FY 2016 Phase 14

Project Title   _____

Lead Institution   _____
Grant Period   _____

Project Director   _____

Grant Budget Amount   _____

Partner	Budget Item Benefiting Partner	Dollar Value	% Benefit	How the Item Benefits the Partner
Arts & Sciences				
--list budget items, add as many rows as needed				
High Need LEA				
--list budget items, add as many rows as needed				
Teacher Preparation				
--list budget items, add as many rows as needed				
TOTAL (= total requested funds)				

* If there are additional partners (e.g. other LEAs), please add rows to table as needed.

STATEMENT OF ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines, and requirements as they relate to the proposal, acceptance, and use of federal funds for this federally assisted project. Also, the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the proposal, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the proposal and to provide such additional information as may be required.
2. It will provide equal access to its programs of pre-service, in-service, and other professional development for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age. (See Guidance on Section 427 of GEPA in Appendix G of the Improving Teacher Quality FY 2016 Phase14 RFP.)
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will enter into formalized agreement(s) with the local education agency or agencies (LEAs) named in the proposal in the area(s) of proposed service, as well as with other partners.
5. It will give the Maryland Higher Education Commission (MHEC), the Federal sponsoring agency, or the legislative auditor through any authorized representative access to and the right to examine all records, books, papers, or documents related to the grant.
6. It will comply with all requirements imposed by MHEC and the Federal sponsoring agency concerning special requirements of law and other administrative requirements.
7. If a high-need LEA is not already a partner in this proposed project, the applicant will consent to work with a high-need LEA for the purposes of this grant project if a grant is awarded based on this proposal. This may consist of working with a high-need LEA, in conjunction with MHEC, to accept participants into project activities; the specifics of the services to be provided in cooperation with the high-need LEA will be articulated and budgeted in writing as an attachment to this proposal and submitted for applicant approval prior to the formal awarding of the grant.
8. It will expend funds to supplement and not supplant non-federal funds.
9. It will participate in any statewide needs assessment or evaluation as required by P.L. 107-110.

_____

Institution

_____

Signature of Authorized Institutional Authority

_____

Name and Title, Printed   **Date**

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement. The text of TITLE 34—Education Subtitle A--PART 82--NEW RESTRICTIONS ON LOBBYING is located at:

 http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title34/34cfr82_main_02.tpl

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:
(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants and contracts under grants and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND / OR
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013 06/04

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this proposal.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C., 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
    (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.,1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C., 794), which

prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C., 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C., 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C., 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which proposal for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the proposal.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C.,1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C., 276a to 276a7), the Copeland Act(40 U.S.C.,276c and 18 U.S.C., 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C.,327333), regarding labor standards for federally assisted construction sub agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C.,1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C., 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C.,1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C.,470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C., 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C., 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C., 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

Cooperative Planning Agreement

Between (Name of institution submitting proposal) and the participating partners in the Improving Teacher Quality (ITQ) Grant Program sponsored by the Maryland Higher Education Commission. This cooperative planning agreement reflects the commitment of each partner to the grant project, including the specific responsibilities and roles each one bears if the grant is awarded. The undersigned agree to abide by the conditions of the proposal. Partners may also add information that describes what they will receive from the grant project if it is awarded funds, but partners must summarize here their responsibilities to the project.

Required Partners for Eligibility:
(1) IHE and its division that prepares teachers & principals: _____

This partner's responsibilities to this project are / this partner will provide to the project:

      1.

      2.

      3.

      4.

      5.

Name & Title (print): _____

Signature: _____ Date: _____

(2) IHE School of Arts and Sciences: _____

This partner's responsibilities to this project are / this partner will provide to the project:

      1.

      2.

      3.

      4.

      5.

Name & Title (print): _____

Signature_____ Date: _____

Page 2

Cooperative Planning Agreement

(3) High-need LEA: _____

This partner's responsibilities to the project are / this partner will provide to the project:

    1.

    2.

    3.

    4.

    5.

Name (print): _____

Title (print): _____

                  (School District CEO or Superintendent)

Signature: _____ Date: _____

Other Partners (name each, summarize each one's role, and obtain the appropriate authorized signature from each entity):

(These pages may be duplicated or reproduced; all signatures do not have to be on the same page if each partner's role is summarized on the form prior to signature. Additional pages should be added to include additional partners.)

Improving Teacher Quality State Grant Program

FY 2016 Phase 14

Participant Contact Hours by School Level

Note: Contact hours are calculated based on participant time, not project staff time; contact hours are per participant (do not multiply by the total number of participants).

Table 1: Participant Contact Hours by School Level

Type of Participants	Elementary			Middle			High			Total **Participants**
	#	Contact Hrs. Per Participant	Credits Earned by # & Type)	#	Contact Hrs. *Per Participant*	Credits Earned: # and Type	#	Contact Hrs. *Per Participant*	Credits Earned by # & Type	
Principals										
In-service teachers:										
Out-of-field										
Provisional/ Conditional Certification										
Other: _____										
Highly qualified Paraprofessionals)										
Other: _____										
Total Participants by School Level (Elem, MS, HS)										

TABLE KEY: G = Graduate semester credit hours;
U = Undergraduate semester credit hours;
C = MSDE continuing professional development credit
O = Other (explain)

See the section on Grant Management under "Records" and "Reporting Requirements" for a discussion of all information that must be recorded and reported regarding participants.

F. GUIDANCE ON SECTION 427 (GEPA)

* **USDoED Memo**

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR PROPOSALS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their proposal to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the proposal.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved proposal, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its proposal how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment. We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement of GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings

<u>Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference</u>

1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?

   Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

   a. Consistent ·with its approved application or plan;

   b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and

   c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

2. What are examples of "technical information" that may be conveyed at a meeting or conference?

   Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

   • Specific programmatic, administrative, or fiscal accountability requirements;

   • Best practices in a particular field;

   • Theoretical, empirical, or methodological advances in a particular field;

   • Effective methods of training or professional development; and

   • Effective grant management and accountability.

3. What factors should a grantee consider when deciding whether to host a meeting or conference?

   Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that ·would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?

   Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?

   No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may <u>not</u> be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education

must not be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR§ 75.620 and states:

> The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Using Federal Grant Funds to Pay for Food

6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

7. May Federal grant funds be used to pay for food and beverages during a reception or "networking" session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and "networking" sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and "backed out" of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

9. What if a hotel or other venue provides "complimentary" beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?

The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many

hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

10. May indirect cost funds be used to pay for food and beverages?

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

11. May Federal grant funds be used to pay for alcoholic beverages?

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

12. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?

Grantees should follow their own policies and procedures and State and local law for using non- Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event's purpose.

13. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Using Federal Grant Funds to Pay for Costs of Attending a Meeting or Conference Sponsored by ED or a Third Party

14. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee's own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is "necessary," grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see question #3). To determine ·whether the expenses are "reasonable," grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worth\while use of Federal funds.

15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

16. What travel expenses may be paid for with Federal grant funds?

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

...the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).

See 2 CFR Parts 220, 225, and 230.

Questions Regarding the Allowable Use of Federal Grant Funds

17. What resources are available to help grantees determine·whether costs associated ·with meetings and conferences are reasonable and necessary?

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget's Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (://www.gpo.gov/fdsys/pkg/CFR-2011-title2-volllxml/CFR-2011-title2-vol I- part225.xml);

- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (://www.gpo.gov/fdsys/pkg/CFR-201 I-title2-vol Ilxml/CFR-201 I-title2-vol1-part220.xml); and

- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-voll/xml/CFR-2011-title2-voll-part230.xml).

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18. May Federal grant funds be used to pay for entertainment?

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?

Appropriated funds may not, except under very limited circumstances,[1] be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

20. What are the consequences of using Federal grant funds on unallowable expenses?

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

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[1] 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

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G. REPORT FORMS & TABLES

<p style="text-align: center;">**Interim Report**
Improving Teacher Quality State Grant Program</p>

Grant # and Project Title #: 16-14<u>XX</u>	
Submitted By:	**Reporting Period: February 19, 2016 to September 19, 2016**

Please attach additional sheets for your responses. Address all questions and add any other information you think pertinent. This form is available online in MS Word format at http://www.mhec.maryland.gov/Grants/ITQ/itq.asp**. The budget form is available in Excel and Word formats.**

1. Refer to your accepted proposal. List the project goals and objectives and any other related milestones indicated in your initial proposal. Under each one, indicate how the project is progressing in meeting those objectives. Indicate beside each how this interim assessment was made (evaluator's report, data sources, etc.) If your evaluator was to turn in an interim report, attach that report to this document.

2. Participant Information

   A. Submit a Participant Roster that lists each one's name and school affiliation, as well as grade level and/or subject taught. This roster should be the participant information sheet from the RFP. See Interim Report Table 1: Participant Roster.

   B. Complete the Participant Contact Hours table (Interim Report Table 2). Note the key for indicating if credits were earned. Put the number and the type together in the appropriate column(s). A contact hour means time higher education faculty spent with the professional development recipients in an activity; it does not include teacher preparation time. Contact hours refer to participant hours, not project staff hours, and should be calculated **per participating teacher**—do not multiply by the number of participants.
   Note: Contact hours are calculated based on participant time, not project staff time; contact hours are per participant (do not multiply by the total number of participants).

   C. Complete the Interim Report Table 3: Participant Activity (table optional, information may be reported as narrative).

Interim Report Table 1: Participant Roster (Required)
Grant # _____and Project Title_____

Name	Position (Principal, Asst. Principal, Teacher, Paraeducator)	School	LEA	Subject(s) Taught	Grade Level(s) Taught	Estimated # of Students Impacted[1]

Note:

[1] *Estimating number of students impacted*

Teachers - number of students taught in their classes during the academic year in which the grant project operates

Asst. Principals & Principals: number of student in their school during the academic year in which the grant project operates

Paraprofessionals - number of students taught in their classes during the academic year in which the grant project operates.

Interim Report Table 2: Participant Contact Hours by School Level (Required)

Grant Number and Project Title
Reporting Period 2/19/16 – 09/19/16

Type of Participants	Elementary			Middle			High			Total Participants
	#	Contact Hrs. Per Participant	Credits Earned by # & Type)	#	Contact Hrs. *Per Participant*	Credits Earned: # and Type	#	Contact Hrs. *Per Participant*	Credits Earned by # & Type	
Principals										
In-service teachers:										
Out-of-field										
Provisional/ Conditional Certification										
Other: _____										
Highly qualified Paraprofessionals										
Other: _____										
Total Participants by School Level (Elem, MS, HS)										

TABLE KEY:

U = Undergraduate credit hours
C = MSDE continuing professional development credit
G = Graduate credit hours
O = Other (explain)

Interim Report Table 3: Participant Activities
Grant Number and Grant Project Title
Reporting Period 02/19/16 – 09/19/16

Type of Activity	Activity Date(s)	Major Activity Objective(s)	Number of Participants (Identify Participant Type)	Contact Hours

1.   Please provide an overview of how your project is progressing:
   (a) Did the project start on time? If not, please discuss why.
   (b) Has the project recruited the projected number of participants? If not, please discuss the difference.
   (c) What are the greatest challenges and/or major issues faced by the project? How will the project address these?
   (d) What does the management team find to be the greatest successes of the project? Why?

2.   If participants have agreed to be contacted later for a statewide evaluation, please attach any related documentation.

3.   Include a roster of participants. Indicate where each teacher works and where each is in terms of the participant table categories. Fiscal report (see next page). Explain any anomalies.

Contact MHEC immediately if you anticipate any difficulties completing all activities on schedule and according to the proposed budget.

Sample Participant Sign-In Sheet for Improving Teacher Quality (ITQ) Grant Funded Activities

Use this form to track activity participation for tuition and/or stipend purposes as well as grant reporting requirements for Interim and Final reports.

Grant Number and Project Name: _____

Lead Institution: _____

Heading Abbreviations To Be Used—Please fill in the appropriate columns with <u>all abbreviations that apply</u> to your teaching for the current year (year one of the grant project)

Grade Level Taught:
    E   Elementary (PK-5)
    M Middle School (6-8)
    H High School (9-12)
    S   Special Education (use this initial with others as appropriate)

Experience Level:

Pre	Pre-service (highly qualified paraprofessional)	N	New teacher (less than 2 years of experience)
P	Administration (assistant principals, principals)	O	Out-of-field teaching
I	Instructional coach or central office specialist	APC	Advanced Professional Certificate
RTC	Conditional or provisional certification		

NAME		ADDRESS		Name of School AND School District	Grade Level Taught	Experience Level	Subject(s) Taught this Year & Next
Surname	**First Name**	**Street Address**	**E-mail**				

MHEC Improving Teacher Quality Grants Phase 14
FINAL BUDGET SUMMARY REPORT (Excel)
Grant Number_____ and Project Title_____
Lead Institution
Reporting Period 2/19/16 – 04/30/17

A. Salaries & Wages	column 1 TITLE II FUNDS	column 2 TITLE II FUNDS	column 3 INSTITUTION MATCHING FUNDS	column 4 INSTITUTION MATCHING FUNDS	column 5 OTHER FUNDS [1]	column 6 UNEXPENDED TITLE II FUNDS [2]
Professional Personnel						
List each by name and title	BUDGETED Expenditures	ACTUAL Expenditures	BUDGETED Expenditures	ACTUAL Expenditures		UNSPENT Balance
1						
2						
3						
Other Personnel (list by job category & note # of each)						
6						
7						
Total Salaries and Wages	0					
B. Fringe Benefits						
C. Travel						
D. Participant Support Costs						
1. Stipends						
2. Tuition						
3. Subsistence						
4. Other (specify)						
Total Participant Costs	0					
E. Other Costs						
1. Materials and Supplies						
2. Consultant Services						
3. Computer Services						
4. Other (specify)						
Total Other Costs						
F. Total Direct Costs (A through E)						
G. Indirect Costs (cannot exceed 8% of F)						
H. Total (F & G)						

[1] If any of these parties, or another agency, committed funds or in-kind donations for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting in the totals for appropriate categories

[2] MHEC encourages subgrantees to expend all funds awarded in accordance with the approved budget. Project directors should work with their finance offices to ensure that funds are used for their intended purposes. HOWEVER, any unexpended funds should be returned

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____

FINAL REPORT - SPECIAL RULE (50% RULE)

Improving Teacher Quality State Grant Program

Project Title/Grant #16-XXX

Lead Institution

Grant Period

Project Director

Grant Budget Amount

Every proposal and final report must demonstrate that no one partner receives more than 50% of the total benefit of the grant funds. (Each participating division of a four-year institution is a separate partner.) Although this chart does not have to be the means of demonstrating that the 50% rule has been followed, the proposal must be explicit in its demonstration that no partner receives more than 50% benefit. It is recommended that proposals have no one partner very close to 50 percent.

Partner	Budget Item Benefiting Partner	Dollar Value	% Benefit	How the Item Benefits the Partner
Arts & Sciences				
--list budget items, add as many rows as needed				
High Need LEA				
--list budget items, add as many rows as needed				
Teacher Preparation				
--list budget items, add as many rows as needed				
TOTAL (= total requested funds)				

* If there are additional partners (e.g. other LEAs), please add rows to table as needed.

Evaluation Rubric

The evaluation is organized into three categorical areas:

Area 1: Changes in Teacher Content Knowledge
Area 2: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice
Area 3: Changes in Student Learning Outcomes

In each area, we ask for three types of information: the type of study conducted, the measurement instrument used, and the general trend of the evaluation results.

To complete this survey, please determine which of the listed choices best fits how you measured your project goals and objectives for each of the categories. If how you measured the goals and objectives fits into more than one category within a single question, please count it within *each* appropriate category. Since this likely will result in some evaluation measurements being counted multiple times, the sum of the responses will likely be greater than the total number evaluation measures.

As much as possible, please try to use the categories outlined in the survey to classify each of your evaluation goals and objectives.

Thank you for your time and effort!

Area 1: Changes in Teacher Content Knowledge

Type of Study Conducted	
Type of Study	
Descriptive	
Correlational	
Post-intervention comparisons only	
Pre-post comparison, within participant group	
Pre-post comparison to another group (normative, quasi-experimental, randomized control trials (RCT), etc.)	

Measurement Instrument Used	
Measurement Instrument	
Did not measure changes in teacher content knowledge	
INDIRECT measures: Anecdotal or narrative evidence of changes in PD content area knowledge (survey, interview, structured observation, document analysis, etc.)	
• Participant-reported	
• Based on external observations or analysis	
DIRECT measures:	
• Project-developed/adapted instrument measuring changes in SPECIFIC PD content area knowledge	
• Project-developed/adapted instrument measuring changes in BROAD PD content area knowledge	
• Published instrument (established reliability and validity) measuring changes in PD content area knowledge	
• Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in PD content area knowledge	

General Trend of Evaluation Results	
Trend of Results: Changes in Teacher Content Knowledge	
Substantial INCREASE (>3 S.D.)	
Moderate INCREASE (2-2.9 S.D.)	
Slight INCREASE (1-1.9 S.D.)	
NO reliable change in teacher content knowledge (0-0.9 S.D.)	
Slight DECREASE (1-1.9 S.D.)	
Moderate DECREASE (2-2.9 S.D.)	
Substantial DECREASE (>3 S.D.)	

Additional comments on Area 1: Changes in Teacher Content Knowledge:

Area 2: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice

Type of Study Conducted	
Evaluation Strategy	
Descriptive	
Correlational	
Post-intervention comparisons only	
Pre-post comparison, within participant group	
Pre-post comparison to another group (normative, quasi-experimental, randomized control trials (RCT), etc.)	

Measurement Instrument Used	
Measurement Instrument	
Did not measure changes in teacher pedagogical knowledge and teacher practice	
INDIRECT measures: Anecdotal or narrative evidence of changes in pedagogical knowledge and/or Teacher Practice (survey, interview, structured observation, document analysis, etc.)	
• Participant-reported	
• Based on external observations or analysis	
DIRECT measures:	
• Project-developed/adapted instrument measuring changes in PD-SPECIFIC pedagogical knowledge	
• Project-developed/adapted instrument measuring changes in BROAD pedagogical knowledge	
• Published instrument (established reliability and validity) measuring changes in pedagogical knowledge	
• Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in pedagogical knowledge	
• One-time direct observation in teacher's classroom documenting changes in teacher practice	
• Multiple, systematic direct observations in teacher's classroom documenting changes in teacher practice	

General Trend of Evaluation Results	
Trend of Results: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice	
Substantial INCREASE (>3 S.D.)	
Moderate INCREASE (2-3 S.D.)	
Slight INCREASE (1-2 S.D.)	
NO reliable change in teacher content knowledge (0-1 S.D.)	
Slight DECREASE (1-2 S.D.)	
Moderate DECREASE (2-3 S.D.)	
Substantial DECREASE (3+ S.D.)	

Additional comments on Area 2: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice:

Area 3: Changes in Student Learning Outcomes

Type of Study Conducted	
Evaluation Strategy	
Descriptive	
Correlational	
Post-intervention comparisons only	
Pre-post comparison, within participant group	
Pre-post comparison to another group (normative, quasi-experimental, randomized control trials (RCT), etc.)	

Measurement Instrument Used	
Measurement Instrument	
Did not measure changes in student learning outcomes	
INDIRECT measures: Anecdotal or narrative evidence of changes in student learning outcomes (survey, interview, structured observation, etc. – all EXCEPT student work samples)	
• Participant-reported	
• Based on external observations or analysis	
DIRECT measures:	
• Embedded assessment measuring changes in student learning outcomes (student work samples)	
• Participant-created/adapted student assessment instrument measuring changes in student learning outcomes	
• Project-provided/adapted student assessment instrument measuring changes in student learning outcomes	
• Published instrument (established reliability and validity) measuring changes in student learning outcomes	
• Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in student learning outcomes	

General Trend of Evaluation Results	
Trend of Results: Changes in Student Learning Outcomes	
Substantial INCREASE (>3 S.D.)	
Moderate INCREASE (2-3 S.D.)	
Slight INCREASE (1-2 S.D.)	
NO reliable change in teacher content knowledge (0-1 S.D.)	
Slight DECREASE (1-2 S.D.)	
Moderate DECREASE (2-3 S.D.)	
Substantial DECREASE (3+ S.D.)	

Additional comments on Area 3: Changes in Student Learning Outcomes:

H. FFATA REPORTING FORM
AND INFORMATION

The FFATA Act

Authorization - S. 2590   The text of the legislation can be found on the web address below.

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s2590enr.txt.pdf

The Federal Funding Accountability and Transparency Act (FFATA) was signed on September 26, 2006. The intent is to empower every American with the ability to hold the government accountable for each spending decision. The end result is to reduce wasteful spending in the government. The FFATA legislation requires that information on federal awards (federal financial assistance and expenditures) be made available to the public via a single, searchable website. Federal awards include grants, sub-grants, loans, awards, cooperative agreements and other forms of financial assistance as well as contracts, subcontracts, purchase orders, task orders, and delivery orders. The legislation does not require inclusion of individual transactions below $25,000 or credit card transactions before October 1, 2008.

2016 Improving Teacher Quality State Grants - CFDA 84.367B
Federal Funding Accountability and Transparency Act Sub-award Reporting Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the Maryland Higher Education Commission (MHEC) to receive funding. **All forms must be completed and returned to MHEC for reporting no later than February 23, 2016.** Original forms MUST be mailed to Maryland Higher Education Commission, 6 N. Liberty Street, Baltimore, Maryland 21201. Attention: Beneé Edwards, Outreach and Grants Management, 10th Floor.

Name of entity receiving award Click here to enter text.

1. Amount of award Click here to enter text.
2. Funding agency Click here to enter text.
3. CFDA program number for grants Click here to enter text.
4. Program source Click here to enter text.
5. Award title and descriptive of the purpose of the funding action Click here to enter text.
6. Location of the entity (including city, state, and congressional district) Click here to enter text.
7. Place of performance (including city, state, and congressional district) Click here to enter text.
8. Unique identifier of the entity and its parent (i.e. DUNS#); and Click here to enter text.
9. Total compensation and names of top five executives *if*:
   a. More than 80% of annual gross revenues from the Federal government, and those revenues are greater than $25M annually *and*
   b. Compensation information is not already available through reporting to the SEC.

Name	Compensation Total
1.	$
2.	$
3.	$
4.	$
5.	$

Classified information is exempt from the prime and sub-award reporting requirement as are contracts with individuals.

Signature _____   Date _____
        Fiscal Officer

Frequently Asked Questions About FFATA

What Does FFATA Require?

- ► The Federal Funding Accountability and Transparency Act (FFATA, or the Transparency Act) of 2006 and subsequent 2008 amendments requires:
  - ▪ Information disclosure of entities (MHEC) receiving Federal funding through Federal awards such as Federal contracts and their sub-contracts, as well as Federal grants and their sub-grants (Improving Teacher Quality Grant Program Sub-Grantees)
  - ▪ Disclosure of executive compensation for certain entities and sub awardees (MHEC and Improving Teacher Quality Grant Program Sub-Awardees)
  - ▪ The establishment of a publicly available, searchable website that contains information about each Federal award
  - ▪ Agencies to comply with OMB guidance and instructions and assist OMB in implementation of website

What New Reporting Is Required?

- ► **(MHEC) Prime grant awardees of Federal grants of $25K or more must report associated grant first-tier sub-grants (Improving Teacher Quality Grant Program Grantees) of $25K or more (effective October 1, 2010)**

What Is the Specific New Information required for reporting?

- ► Sub-award (Improving Teacher Quality Grant Program Sub-Awardee) Information Required for FFATA Reporting:

  - ▪ Name of entity receiving award
  - ▪ Amount of award (obligated amount)
  - ▪ Funding agency
  - ▪ NAICS code (http://www.census.gov/eos/www/naics/)
  - ▪ Program source
  - ▪ Award title descriptive of the purpose of the funding action
  - ▪ Location of the entity (including congressional district)
  - ▪ Place of performance (including congressional district)
  - ▪ Unique identifier of the entity and its parent; and
  - ▪ Total compensation and names of top five executives (prime or sub-awardee)

What about Executive Compensation?

- ► Prime awardees (MHEC) must report executive compensation information for prime and/or sub-awardees if in the preceding fiscal year:

(1) The organization received 80% or more of its annual gross revenues in Federal awards and those revenues are greater than $25 million annually, and

(2) The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986.

NOTE: Classified information remains exempt from the prime and sub-award reporting requirements

- ► Agencies must report prime award information

- ► Prime awardees (MHEC) must report first-tier sub-award information and executive compensation information

How Long Does MHEC Have To Report?

Prime awardees (MHEC) must report first-tier sub-award (Improving Teacher Quality Grant Program Grantee) information by the end of the month following the month the award or award's obligation was made

- ► For example, if a (Improving Teacher Quality Grant Program Grant) sub-award is made on December 13, 2015 the prime awardees (MHEC) would have until January 13, 2015 to report the sub-award.

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