

ITQ FY 2017

APPENDICES (A-H)

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	72,952	9,362	1,872	1,921	0.0
ANNE ARUNDEL COUNTY	560,133	91,401	18,280	8,098	1.7
BALTIMORE CITY	622,793	90,456	18,091	28,449	2.4
BALTIMORE COUNTY	826,925	128,697	25,739	15,575	1.5
CALVERT COUNTY	90,613	16,961	3,392	1,146	0.5
CAROLINE COUNTY	32,538	5,853	1,171	1,310	1.1
CARROLL COUNTY	167,830	29,516	5,903	1,932	1.7
CECIL COUNTY	102,383	18,269	3,654	2,347	0
CHARLES COUNTY	154,747	29,121	5,824	2,831	2.2
DORCHESTER COUNTY	32,578	4,940	988	1,374	2.6
FREDERICK COUNTY	243,675	43,745	8,749	3,297	0.4
GARRETT COUNTY	29,679	4,408	882	772	0.0
HARFORD COUNTY	250,105	43,579	8,716	3,805	0.4
HOWARD COUNTY	309,284	57,488	11,498	3,857	0.8
KENT COUNTY	19,820	2,460	492	467	0.9
MONTGOMERY COUNTY	1,030,447	175,078	35,016	14,658	0.4
PRINCE GEORGE'S CO.	904,430	145,001	29,000	20,841	3.6
QUEEN ANNES COUNTY	48,804	8,297	1,659	800	0.7
ST. MARYS COUNTY	25,859	2,988	598	910	0.6
SOMERSET COUNTY	110,382	20,185	4,037	2,362	0.6
TALBOT COUNTY	37,643	5,251	1,050	820	0.4
WASHINGTON COUNTY	149,573	24,595	4,919	4,278	0.4
WICOMICO COUNTY	101,539	16,217	3,243	3,607	1.9
WORCESTER COUNTY	51,675	6,922	1,384	1,372	0.3

Notes:

1. Definition of High Need LEA: $\geq 10,000$ in families in poverty or $\geq 20\%$ of all children AND $\geq 1.0\%$ conditional teachers
2. No data was available for number of teachers teaching out of field.
3. Most current available data used

Data Source:

¹2015 SAIPECensus Data, ²2015 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://mdk12.msde.maryland.gov/instruction/professional_development/teachers_standards.html.

Maryland Professional Development Planning Guide

<http://mdk12.msde.maryland.gov/share/pdf/MarylandTeacherProfessionalDevelopmentPlanningGuide.pdf>.

Instructional Leadership

http://archives.marylandpublicschools.org/MSDE/divisions/leadership/leadership_dev.html

Teacher Certification

<http://certification.msde.state.md.us/>

Teacher Technology Standards

http://mdk12.msde.maryland.gov/instruction/curriculum/technology_literacy/vsc_technology_literacy_standards.pdf.

MD Common Core State Standards

<http://mdk12.msde.maryland.gov/instruction/commoncore/index.html>.

High School Assessments and Core Learning Goals (available by subject area)

<http://www.mdk12.org/searchresults.html?cx=001108966000364327580%3Aigm4dtsfxhi&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://mdideareport.org/adequateprogress.aspx/>.

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

<http://www.parcconline.org/>

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)
1111 West Kenyon Road
Urbana, IL 61801-1096
(217) 328-3870

<http://www.ncte.org/>

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19711-8139
(302) 731-1600

<https://www.literacyworldwide.org/>

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

For Teachers:

<http://www.iste.org/>
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.parconline.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 2017 Phase 15 - Sub-Grant from CFDA# 84.367**

Email in entire proposal in pdf. format to benee.edwards@maryland.gov before December 6, 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 2017 Phase 15

Email in MS word document form to benee.edwards@maryland.gov on or before December 6, 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 2017 Phase 15

Email in MS excel format to bennee.edwards@maryland.gov on or before December 6, 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			
<i>Professional Personnel</i>			
List each by name and title			
1			
2			
3			
4			
Other Personnel (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 2017 Phase 15

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 each line item of the budget summary.)

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 2016-2017 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 2017 Phase 15

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 2017 Phase15 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://www.ecfr.gov/cgi-bin/text-idx?node=pt2.1.1800&rgn=div5>.

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

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

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 (s): _____

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 2017 Phase 5

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**

OMB Control No. 1890-0007

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

Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference

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 not 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 worthwhile 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), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-voll1xml/CFR-2011-title2-vol1-part225.xml>);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol11xml/CFR-2011-title2-vol11-part220.xml>); and
- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-voll1xml/CFR-2011-title2-vol11-part230.xml>).

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.

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).

G. REPORT FORMS & TABLES

**Interim Report
Improving Teacher Quality State Grant Program**

Grant # and Project Title #: 17-15XX	
Submitted By:	Reporting Period: 1/23/17 – 8/25/17

Please attach additional sheets for your responses. Address all questions and add any other information you think pertinent. 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 <i>(Principal, Asst. Principal, Teacher, Paraeducator)</i>	School	LEA	Subject(s) Taught	Grade Level(s) Taught	Estimated # of Students Impacted¹

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 1/23/17 – 08/25/17**

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 01/23/17 – 08/25/17

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.

MHEC Improving Teacher Quality Grants Phase 15

FINAL BUDGET SUMMARY REPORT (Excel)

Grant Number _____ and Project Title _____

Lead Institution

Reporting Period 1/23/17 – 03/27/18

	column 1	column 2	column 3	column 4	column 5	column 6
A. Salaries & Wages	TITLE II FUNDS	TITLE II FUNDS	INSTITUTION MATCHING FUNDS	INSTITUTION MATCHING FUNDS	OTHER FUNDS ¹	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 #17-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.



Title II-A Improving Teacher Quality Grant Programs
Measuring Effective Professional Development

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!

Directions: Select your choice by putting an “X” next to the phrase which best describes your project evaluation method.

Area 1: Changes in Teacher Content Knowledge

Type of Study Conducted	
<i>Type of Study</i>	
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	
<i>Measurement Instrument</i>	
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.)	
<ul style="list-style-type: none"> Participant-reported 	
<ul style="list-style-type: none"> Based on external observations or analysis 	
DIRECT measures:	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in SPECIFIC PD content area knowledge 	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in BROAD PD content area knowledge 	
<ul style="list-style-type: none"> Published instrument (established reliability and validity) measuring changes in PD content area knowledge 	
<ul style="list-style-type: none"> Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in PD content area knowledge 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Teacher Content Knowledge</i>	
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	
<i>Evaluation Strategy</i>	
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	
<i>Measurement Instrument</i>	
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.)	
<ul style="list-style-type: none"> Participant-reported 	
<ul style="list-style-type: none"> Based on external observations or analysis 	
DIRECT measures:	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in PD-SPECIFIC pedagogical knowledge 	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in BROAD pedagogical knowledge 	
<ul style="list-style-type: none"> Published instrument (established reliability and validity) measuring changes in pedagogical knowledge 	
<ul style="list-style-type: none"> Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in pedagogical knowledge 	
<ul style="list-style-type: none"> One-time direct observation in teacher's classroom documenting changes in teacher practice 	
<ul style="list-style-type: none"> Multiple, systematic direct observations in teacher's classroom documenting changes in teacher practice 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice</i>	
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	
<i>Evaluation Strategy</i>	
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	
<i>Measurement Instrument</i>	
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)	
<ul style="list-style-type: none"> • Participant-reported 	
<ul style="list-style-type: none"> • Based on external observations or analysis 	
DIRECT measures:	
<ul style="list-style-type: none"> • Embedded assessment measuring changes in student learning outcomes (student work samples) 	
<ul style="list-style-type: none"> • Participant-created/adapted student assessment instrument measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> • Project-provided/adapted student assessment instrument measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> • Published instrument (established reliability and validity) measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> • Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in student learning outcomes 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Student Learning Outcomes</i>	
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.



**2017 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 January 19, 2017.** 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, 2016 to report the sub-award.