

ELEMENTARY AND SECONDARY EDUCATION ACT

NO CHILD LEFT BEHIND

Funded by the U.S. Department of Education
Title II-A

**REQUEST FOR PROPOSALS FOR
HIGHER EDUCATION PROJECTS**

New Hampshire Department of Education
State Education Agency for Higher Education (SAHE)
101 Pleasant Street
Concord, NH 03301

Contact: Deborah Connell
Email: dconnell@ed.state.nh.us

CLOSING DATE

Proposals must be received by 4:00 PM on April 2, 2010.

Request for Proposals 2009 - 2010 Award

Improving Teacher Quality
Title II-A, Subpart 3
State Agency for Higher Education (SAHE) Partnership Grants
New Hampshire Department of Education

Funded by the Elementary and Secondary Education Act
(ESEA)
as amended by
No Child Left Behind (NCLB) Act of 2001
Public Law 107-110

SAHE Eligible Partnerships Funding FY09: \$346,156.00
(One or more subgrants may be awarded)

**LETTER OF INTENT REQUESTED BY
FEBRUARY 10, 2010**

Proposals must be received by 4:00 PM on April 2, 2010.

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(Improving Teacher Quality State Grants Non-Regulatory Guidance document dated October 5, 2006 is available at <http://www.ed.gov./programs/teacherqual/guidance.pdf>)

PART I: OVERVIEW OF TITLE II-A

Preparing, Training, and Recruiting High Quality Teachers and Principals

The No Child Left Behind Act of 2001 (NCLB) amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support efforts to educate the nation's children by placing emphasis on the importance of teacher quality in improving student achievement. Highly qualified teachers are those who have earned a minimum of a bachelor's degree, obtained state certification, passed the state teacher licensing examination in the core academic subject in which they teach, and who do not have certification or licensure requirements waived. Title II-A funds can support professional development for teachers currently in the classroom with a focus on ensuring that teachers have a deep understanding of the core academic subjects and instructional strategies to maximize achievement for **ALL** students. States are encouraged to use program funds creatively to address the broad challenges of teacher recruitment, retention, hiring, induction, professional development, and the need for more skilled principals and assistant principals to serve as effective school leaders.

The State agencies for higher education (SAHEs) develop criteria for awarding subgrants to eligible partnerships comprised of at least (1) one institution of higher education (IHE), including its division that prepares teachers and principals, (2) one school of arts and sciences, and (3) one high-need local education agency (LEA). The partnerships use the funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have a deep understanding of content including computer-related technology to enhance instruction.

Goals for New Hampshire Schools: Beyond the federal requirements and following the ESEA definition of "professional development" in section 9101(34) New Hampshire will focus on initiatives that support the major ESEA Goals for Accountability:

- All students will reach high standards at a minimum attaining proficiency or better in reading and mathematics by 2013- 2014
- All limited English proficient students will become proficient in English
- All students will graduate from high school
- All students will be taught by highly qualified teachers

Improving Teacher Quality State Grants: The purpose of these grants is to increase the academic achievement of all students by helping schools and districts improve teacher instruction and principal quality in terms of instructional leadership.

Targeted Priorities: Professional development activities in approved projects must target effective, evidence-based instructional strategies proven to advance academic achievement in core content subjects. Additionally, the projects must identify the needs of students in at least one of the subpopulations with the goal to close the achievement gap between population groups. Projects must present a plan or provide evidence that the professional development project skill sets will be or are embedded into the teacher preparation program. (IHE funds may be committed to this activity.)

PART II: APPLICATION INFORMATION

General Requirements and Priorities for 2009-2010 Awards

This request for proposals is for projects that will increase teacher knowledge of core subject matter and effective instructional strategies, and be designed to document application of the knowledge and pedagogy in the classroom to increase student achievement. Projects may include the development of core content knowledge for principals and assistant principals (as appropriate) to serve as effective school leaders.

Several Federal and State requirements must be met by any project funded in this competition. To be considered responsive to this request, proposals must meet all of the following requirements:

1. Eligible Sponsoring Institutions/Partnerships: Proposals must be submitted by an accredited New Hampshire institution of higher education. Eligible partnerships must be comprised of at least (1) one institution of higher education (IHE) including its division that prepares teachers and principals, (2) one school of arts and sciences, and (3) one high-need local education agency (LEA). (§2131) These are referred to as the principal partners. The IHE will direct the project and serve as the fiscal agent. ***Special Rule – no single participant in an eligible partnership may use more than 50 percent of the funds available to the partnership (NCLB Section 2132(c)).***

Private School Involvement: Institution of Higher Education (IHE)-LEA partnerships must offer services equitably to public and private educational personnel. Evidence of notification of private school personnel to participate must be documented.

A SAHE-funded partnership that includes the required IHE and at least one high-need LEA may also include other LEAs whether or not they are high-need LEAs under the statutory definition. This practice will help the NH DOE meet the federal SAHE requirement that awards are equitably distributed by geographic region area around the State. Furthermore, an eligible partnership (principal partners) may also include a public charter school, an elementary, middle or secondary school, an educational service agency, a nonprofit educational organization, another IHE that prepares teachers and

principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. A community college may be an additional non-principal member of any partnership. (Non-profit organizations (NPO) are responsible for submitting documentation of their demonstrated effectiveness in delivering high quality professional development in language arts, mathematics, and/or science. See NPO Demonstrated Effectiveness Form, Appendix A).

The criteria to identify high need districts follow:

- (A) (i) 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;
(ii) or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The identification of LEAs that are currently designated as high need is based on the most current Census Bureau data available found at the government website (<http://www.census.gov/hhes/www/saipe/district.html>) and the reported HQT (highly qualified teacher) status. To meet the expectation that grants are equitably distributed by geographic area around the State or that all geographic areas are served; an invitation to participate in the SAHE project will be issued from the DOE. Interested LEAs and other entities will be invited to attend the technical assistance session to learn more about the process and expectation to participate in collaborative planning. Based on the above formula, one LEA has been identified as eligible. Information regarding this LEA is included in the Appendix.

2. Eligible Disciplines. Projects may address professional development of elementary, middle, or high school teachers in English language arts, mathematics, or science.

3. Consistent with Systemic Reform of Education: Although use of these funds is limited to a specific period, projects must also be consistent with longer-term systemic reform of education. Projects must:

- align with state core standards for language arts, mathematics, and science;
- set high expectations for **all** students to close the achievement gap;
- encourage collaboration and networking between content specialists, teacher education specialists, and practicing teachers;
- employ research based educational strategies; and
- deliver high quality, in-service professional development to elementary, middle, or high school teachers and principals (as appropriate).

4. Cooperative Planning and Collaboration: Evidence of LEA involvement in project planning, and a formal agreement between the college, university, or nonprofit organization and the LEA(s), or consortium of LEAs and/or other entities must be included in the proposal. This requirement is consistent with the federal requirement and the New Hampshire Department of Education's goal to encourage a seamless system of education kindergarten through postsecondary levels (See Appendix A for the Cooperative Planning Agreement form). Applicants must align their projects with existing or planned State professional development initiatives in order to:

- Expand statewide professional development activities based on identified needs;
- Support systemic educational reform; and
- Develop instructional leadership in English language arts, mathematics, and science.

Participant Input and Involvement in Planning. Teacher participants and/or administrators from the school(s) to be served by the project must have input and be involved in project content, planning, and proposal preparation for all professional development projects. This requirement is intended to ensure that the nature, content, and academic credit (if any) for a course, workshop, or other activities will meet the needs of the teachers to be served and will promote efficient use of funds.

Joint Effort within Higher Education Institutions. Faculty members representing one or more of the language arts, mathematics, and science core disciplines must have major roles in design and/or operation of the proposal and project. In addition a faculty member from the college, school, division, or department of education must be an active collaborator in design, conducting, and evaluation of the project and submission of the proposal. Faculty in either a core content or teacher education program may serve as the project director.

Collaboration with Other Student and Teacher Enhancement Programs: Colleges and universities are encouraged to determine if similar initiatives already exist and to work cooperatively with existing initiatives in developing the proposal. These institutions should explore options for continuing commitment, including establishment of formal courses in academic departments to meeting the needs of the teacher.

5. Sustained, Intensive Professional Development: The U.S. Department of Education requires the New Hampshire SAHE to show sustained professional development for teachers using methods based on scientific research. To receive support, professional development projects must include activities for individual teachers spread over at least a six month period. The project must increase teachers' knowledge of subject matter and effective instructional strategies, and be designed to document application of the knowledge and pedagogy in the classroom to increase student achievement. Projects concentrated solely upon summer activities will not be funded. Summer projects must include substantial follow-up components in the succeeding months. Follow-up components may be in person or may use distance learning technology.

What activities may a SAHE fund? The NH SAHE will make awards from the NCLB funds to support partnership activities to enhance student achievement in participating high-need LEAs. Projects must target subpopulations in greatest need. Professional development activities must be directly linked to state core standards for English language arts, mathematics, and/or science. Other “core” content areas may be considered. Permitted activities include:

(1) Professional development activities in core academic subjects to ensure that:

- teachers and highly qualified paraprofessionals and principals have subject matter knowledge in academic subjects that the teachers teach; and
- principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

(2) Developing and providing assistance to LEAs and teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:

- ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments to improve instructional practices and improve student academic achievement;
- may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development to other such individuals within such school; and
- may include activities of partnerships between one or more LEAs agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools

Improving Specific Aspects of the IHE Teacher Preparation Program. Projects must present a plan or provide evidence that the professional development project skill sets will be or are embedded into the teacher preparation program. Projects should describe how the professional development activities will strengthen teacher preparation. IHE funds may be committed to this activity. (Example: Candidates will demonstrate content knowledge of the subject(s) they intend to teach as well as show how such content knowledge supports the State’s academic content standards.)

6. Project Duration: Subject to the preceding requirement for sustained professional development, projects must be completed within a time period commencing with the approved start date authorization through a Form 2 issued by the NH DOE. All funds must be fully disbursed by September 30, 2011

7. Professional Development in the Use of Technology and/or the Use of Distance Learning in Professional Development: Effective use of technology in the classroom to advance professional development may be considered including establishment of formal courses in academic departments.

PART III: PREPARATION OF PROPOSALS

All proposals must be submitted on the official forms provided in Appendix A except as indicated. Proposals must be typed and adhere to the following format. The proposal narrative must not exceed **ten (10)** double-spaced pages in **12 point font**. All major subject headings must be underlined and/or highlighted. All pages must be numbered.

The complete proposal includes, in order:

- o Proposal Cover Page form
- o NCLB Professional Development Program Abstract
- o Narrative - 10 page limit
- o Evaluation Plan
- o Proposal Budget
- o Budget Narrative
- o Vitae (one page per person)
- o Cooperative Planning Agreement
- o Letters of Support
- o Participants Involvement Form
- o Institutional Cooperative Planning Form (as applicable)
- o Participants Involved Form
- o Currently Funded Projects and Pending Proposals Form
- o NPO (Demonstrated Effectiveness Documentation Form (Non-profit Organizations only)
- o Statement of Assurances
- o Review Panel Scoring Rubric.

1. **Cover Page (form in Appendix A)**

- List of collaborating LEA's and/or other entities
- Signature of project director
- Signature of appropriate official in the applying institution

2. **Abstract (form in Appendix A).** A one-page concise summary that includes: collaborating groups and participants, main activities, and expected project outcomes. This information will be used in the review process and may be used to announce and/or advertise funded projects.

3. **Narrative (print on plain pages, 10 pages maximum, 12 point font). Provide a reference page. This is in addition to the 10 page count. Use these headings, in this order:**

- **Cooperative Planning**
 - o Identify specific local professional development needs that the project will address. (e.g. alignment with school and/or teacher needs to become highly qualified; participant involvement in planning).

- o Describe needs, roles, and contribution of each collaborative unit, including how these collaborations fulfill identified professional development needs.
 - o Describe how the collaborative structure will enhance projects success.
- **Objective and Anticipated Outcomes**
 - o State objectives in concise terms and in a measurable format.
 - o Anticipated outcomes must address effect of project on target audience.
- **Issues to be addressed**
 - o State how professional development priorities will be implemented.
 - o Describe how professional development addresses state core standards for language arts, mathematics, and science.
 - o State how professional development including follow-up will be sustained.
- **Activities**
 - o Describe proposed activities, including the following information for each activity: time allotted, staff person responsible, and relationship to a specific measurable objective.
 - o Describe how proposed activities will lead to meeting the measurable objectives.
 - o Describe how the activities address priorities listed in this RFP. If the activities involve a college course and/or teacher workshop, the description should include the following information: course of study or syllabus, identification of textbooks and/or reference materials, methods of participant evaluation, and name(s) of person(s) teaching the course/workshop.
- **Achievement and Impact of Similar Current/Previous Projects.**
 This section applies only if this project is an expansion or continuation of an earlier project of the project director or institution.
 - o Include data on previous project's effect on participants (e.g., how participants' involvement changed their ability in English language arts, mathematics, or science; changed their teaching methods; changed their attitudes and/or learning styles).
 - o Describe the relationship between success of previous project(s) and anticipated outcomes of the proposed project.

- **Replication and Dissemination**
 - Describe specific plans for replication of the project by SAHE institutions and local school districts.
 - Outline plans for dissemination of the project’s successes.
4. **Evaluation Plan.** The following evaluation framework components are required:
- The program goal written in terms of increased student academic achievement
 - Measureable objectives for teachers and students; include expected change and to what degree
 - Information/data needed to indicate if there is a change
 - Date source/collection methods
 - Data analysis
 - Date for data collection
 - Where the data will be collected
 - Responsibility for data collection and analysis

See the sample Evaluation Framework Worksheet that could be used in Appendix A. A resource which explains the evaluation framework components is “Assessing Impact: Evaluating Staff Development” by Joellen Killion. Examples of evaluation tools are also provided, such as “Innovation Configuration Maps,” surveys for observations, and self-assessments by teachers about their use/implementation of the knowledge gained. (Available from: National Staff Development Council, www.nsde.org (800) 727-7288)

5. **Proposal Budget (form in Appendix A)**

6. **Budget Narrative (no form, print on blank page)** Use a separate sheet following the proposal budget to provide a concise narrative description for each budget line item, including a description of time involvement, roles, and responsibilities of the project director and staff. [2132 (c) – no partner can use more than 50 percent of the funds.]
7. **Vitae.** Provide a one-page vita for each of the following: project director, project staff members, graduate students, and teachers who have a major role in the project.
8. **Cooperative Planning Agreement(s) (form in Appendix A.)**
Description of collaboration and previous planning that includes methods used to involve school personnel.
9. **Letters of Support.** A brief letter from the superintendent of the LEA and the principal(s) of the school(s) verifying their intent to participate in the program. Other entities must also provide letters of support.

10. Participants involved (form in Appendix A)

- Provide an estimate of the number of teachers to be served
- Provide an estimate of the number of schools and/or school districts to be served

11. Currently Funded Projects and Pending Proposals (form in Appendix A). As appropriate, provide a list of currently funded projects and pending proposals involving the project director and associated staff members.

12. NPO Demonstrated Effectiveness Form (if applicable - form in Appendix A)

13. Statement of Assurances (form in Appendix A) The proper institutional representative must sign this form.

14. Review Panel Scoring Rubric (form in Appendix A). Complete the title of the proposal and contact information.

Part IV: Budget Guidelines and Grant Administration Procedures

A. Budget Guidelines

The SAHE recognizes the need for grants to serve as many teachers as possible. With limited funds available, proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when appropriate.

Special Rule – no single participant in an eligible partnership may use more than 50 percent of the funds available to the partnership under this section.

The following guidelines are to be used in budget preparation:

1. **Costs.** Grants should pay the direct costs of the project. Summer or reassigned-time for faculty salaries and fringe benefits; wages for secretarial assistance, graduate and undergraduate students; and/or peer teachers should directly benefit proposed project activities.
2. **Consultant Fee.** Maximum of \$600 per day plus expenses for those employed as instructors. Must not exceed institutional salary levels. IHE employees cannot be paid as consultants with this grant.
3. **Supplies, Materials, Copying.** Must be for items not associated with a credit course and must be fully justified. Routine office supplies and operating expenses are not allowable. Supplies and copying are only allowable for special purposes such as workshop materials.

4. **Travel Expenses for Staff and Participants.** Reasonable expenses for participants at in-state meetings integral to project success are allowed; travel for project staff to conduct on-site evaluations and follow-up is allowed.

Out-of-state travel requests will be carefully reviewed. Alternative sources of funding for out-of-state travel should be sought.

5. **Equipment.** NCLB funding should not be viewed as a mechanism to provide equipment for an ongoing program. Although equipment purchases are not prohibited, proposals that request substantial amounts for equipment will be scrutinized carefully and may receive lower priority.
6. **Indirect Costs.** The IHE may charge up to 8 percent in indirect costs to administer the grant.

Grantees are responsible for managing the day-to-day operations of grant and subgrant supported activities. Grantees must monitor grant and subgrant supported activities to assure compliance with applicable Federal and State requirements and that performance goals are being achieved. Grantee and subgrantees must keep records that fully show:

- the amount of funds under the grant or subgrant
- how the grantee or subgrantee uses the funds
- the total cost of projected activities
- the share of costs provided from other sources and
- other records to facilitate an appropriate audit

In addition, all grantees and subgrantees are required to keep records to show their compliance with program requirements {EDGAR Sections 76.730 and 76.731}.

B. Grant Administration Procedures

All federal funds will be assigned to a specific account. If an institution receives more than one grant, separate accounts must be established for each project. Shifting funds between awards is not permitted. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution. With one exception, reallocation of funds between budget lines within an award may be done at the project director's discretion if the amount does not exceed 10 percent of the total budget for the award. All other changes must be documented and approved by the NH DOE in advance of implementation.

The NH DOE – SAHE Program Manager must be notified of changes in personnel.

If the number of participants is less than anticipated, it is expected that participant expenditures for the grant will be reduced accordingly. If the teacher enrollment is at

50 percent or less of the level for which the award was approved, NH DOE approval is required before proceeding with project expenditures and activities.

During the time period covered by this award, a site visit from NH DOE – SAHE Program Manager or another representative can be expected.

PART V: PROPOSAL REVIEW PROCESS, EVALUATION CRITERIA, AND NOTIFICATION

All proposals will be reviewed and rated by a review panel to be chosen by the NH DOE SAHE Program Manager. The proposals will be scored according to the guidelines and requirements detailed in the RFP, using the Review Panel Scoring Rubric (form in Appendix A). The panel will include representatives from the NH DOE, IHE and experienced reviewers in the disciplines of education, language arts, mathematics, and/or science. Each applicant will be notified in writing of the status of the application. Copies of evaluators' written scoring will be provided upon request. In addition to the guidelines and requirements indicated previously, reviewers will pay particular attention to the following elements of each proposal:

A. Demonstrated Need and Improvement of Instruction for Student Subpopulations

1. Plan cooperatively with one or more schools and/or school districts or members of a consortium.
2. Propose activities that meet professional development needs identified by the schools and/or school districts involved in the planning.
3. Emphasize priorities as indicated in the RFP.
4. Design project to provide for measurable improvement in the quality of teaching, classroom performance of teachers and/or student learning and performance, especially students in the identified subpopulations.
5. Design project to serve as a model or provide information that other institutions and schools could use to meet similar local needs.

B. Plan of Operation

1. Management plan assures proper and efficient administration.
2. Project staffing is appropriate for proposed activities.
3. Project objectives are reasonable, clearly identified and linked to local professional development needs, and contain anticipated outcomes that have potential for success.
4. Evidence that LEA's were involved in the development of the proposal and the proposed workshop activities.
5. Timeline is appropriate for the program and is reasonable.
6. Proposed activities are practical, creative, innovative, and uses state-of-the-art knowledge and practices.

C. Evaluation

Partnerships must include provisions for ongoing program assessment and evaluations to include an evaluation of:

- participant expected outcomes and
- performance indicators and outcomes (qualitative and quantitative) to assess effectiveness of the program (Demonstrated effectiveness provides justification for continued funding.)

D. Resources

1. Proposed resources are adequate to fully implement the project.
2. Institutional commitment to the project, including appropriate staff time, is apparent.
3. Qualifications and experiences of project staff fit proposed assignments.

E. Budget and Cost Effectiveness: A budget that:

- is clear, concise, and justified in the proposal narrative
- is appropriate for the project's stated objectives and activities
- meets the requirements indicated in the RFP
- is cost effective. Includes additional resources, such as LEA matching funds, if available, and/or in-kind support.

F. Overall Quality: The proposal:

- is well conceived.
- is appropriate for SAHE funding.
- uses a format that is organized, clearly written, concise, complete, and meets the requirements stated in the RFP.
- has potential for replication in other regions of the state and is consistent with the aims and goals of major reform efforts in the state.

PART VI: PROPOSAL SUBMISSION, AWARD NOTIFICATION, AND TIMELINE

A. Proposal Submission

Applicants must submit four (4) complete copies and the original of the proposal stapled in the upper left corner to:

**Paula Delisi
NH Department of Education
101 Pleasant Street
Concord, NH 03301
pdelisi@ed.state.nh.us**

Proposals must be received by 4:00 PM. on Friday, April 2, 2010. Proposals received after that time will not be accepted. Faxed and email proposals will not be accepted. Proposal submission will be acknowledged upon receipt via e-mail.

B. Award Notification

It is expected that proposals will be reviewed and scored by Friday, March 19, 2010. Recipients will not be notified until after Governor and Council approval. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions.

Questions regarding the program should be addressed to:

Deborah Connell – Administrator
Bureau of Integrated Programs
NH Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3769
dconnell@ed.state.nh.us

C. Important Dates/Timeline

The following dates generally reflect the proposal and program process. These are target dates and subject to change.

Closing date for receipt of proposals – April 2, 2010

Written notification of proposal status – April 2010

Final evaluations are due within 30 days of the end of the project

FFY10 funds must be fully disbursed by September 30, 2011

APPENDIX A

ELIGIBLE DISTRICT

The Stratford School District located in Coos County is the only district meeting eligibility criteria. The district serves grades K-12 in a single school house. The current enrollment is 112 students. The district employs 20 teachers, 1 guidance counselor, and a full-time principal. A state-of-the art computer lab exists. One teacher is the technology specialist.

Given the rural location and multiple preparations required to meet the needs of the students, attracting and retaining highly qualified teachers is an ongoing challenge. Stratford is interested in becoming the principal member in a SAHE partnership to promote high quality instruction for all students. The goal for participation is to provide professional development activities in core academic subjects to ensure that highly qualified teachers have subject matter knowledge in the academic subjects they teach including computer-related technology to enhance instruction to help all students achieve to high standards. (SAHE Guidance, page 40.) The use of technology is essential given the geographic isolation of the district. Stratford is interested in the following delivery models:

- On-line or distance learning courses to promote knowledge of “core” content
- Instructional coaching (embedded professional development) to facilitate the integration of technology into “core” content to enhance and differentiate instruction
- E-mentoring

Stratford is a member of SAU #58 which includes Groveton, Northumberland and Stratford. District profile information may be obtained through the following link: <http://reporting.measuredprogress.org/nhprofile/Default.aspx> . SAU #58 recognizes the potential impact of the SAHE grant for the northern region of the State and would like Groveton and Northumberland to join the initiative as allowed by the guidelines. Furthermore, Dr. Paquette expressed interest in forming a consortium with the regional school administrative units for Colebrook and Pittsburg.

Contact Information:

Dr. Ronald Paquette, Superintendent or
Fred Bailey, Assistant Superintendent
SAU # 58
15 Preble St.
Groveton, NH 03582
Phone: 603 636-1437

PROPOSAL COVER PAGE

1. Institution of Higher Education:

Project Director:

Phone:

Email:

FAX:

Address:

2. Project

Title:

Discipline(s) involved:

Project Description:

Estimated # of Teacher Participants:

Grade Level(s):

Contract Hours:

Graduate Credit:

Undergraduate Credit:

3. Budget

Requested NCLB Funds: \$

Estimated Cost per Teacher Participant:

4. Collaborating Organizations and Representative(s):

Certification and Endorsement

The institution certifies the accuracy of the information in this proposal and assurances that the program and financial conditions stated in the proposal will be completed as proposed.

Project Director_____ Title:_____

Signature:_____ Date:_____

Institutional Representative:_____ Title:_____

Signature_____ Date:_____

NCLB PROFESSIONAL DEVELOPMENT PROGRAM ABSTRACT

Please type a concise summary of your proposal in the space provided on this page.

SAMPLE EVALUATION FRAMEWORK WORKSHEET

PROJECT'S EVALUATION PLAN TO ASSESS IMPACT OF PROFESSIONAL DEVELOPMENT

(The form is adapted from Assessing Impact, Evaluating Staff Development, NSDC, p.226) **A**
copy of this form may be obtained on the NSDC website at www.nsd.org

Program Goal: Increase Students' Academic Achievement in Science.

Measurable Objectives for Teachers and Students	Information/Data Needed	Data Source/Collection Method	Data Analysis	When will I Collect the data?	Where will the data be collected?	Who will be responsible for the data collection and analysis?
Include: -expected change -to what degree	What will indicate if there is a change?	Who/what can you tell me about the change and how will I collect it?	How will I measure or depict change in the information I collect?			
Ex. #1 95% of teachers who complete the science PD program will show a 50% increase in knowledge of the inquiry process	pre/post assessment of knowledge of the inquiry process. Teacher interview of knowledge of the inquiry process	pre-assessment collected Post-assessment collected/teacher interview	compare pre-assessment to post-assessment of knowledge of the process and teacher interview regarding knowledge gained		pre-assessment collected thru mailing	principal will document
Ex. #2 To demonstrate impact of increased teacher knowledge of the inquiry process on student achievement – 100% of these teachers will establish a measureable objective & timeline for their students as measured by a formative assessment	increased student knowledge of the inquiry process	teacher determined formative assessment of student learning collected by teachers	formative assessment comparisons of student knowledge e.g., teacher made tests, student interviews, demonstration videotapes		teachers' classrooms	teachers will analyze principal will document Project director submits to NH SAHE

PROPOSAL BUDGET

2009-2010

Include a Budget Narrative that Describes the Requested Expenditures
Special Rule – no single participant in an eligible partnership may use more than 50 percent of the funds available to the partnership.

Project Title:

Project Director:

Contact Information:

BUDGET SUMMARY

	REQUEST	SAHE ONLY
1. Salaries and Fringe Benefits (provide detail for each position in narrative)		
A. Professional		
B. Classified		
C. Student		
D. Consultant		
E. Other (Explain)		
F. Fringe Benefits		
Total Personnel Costs		
2. Travel (Attach explanation as appropriate)		
A. In-State		
B. Out-of-State		
Total		
3. Operating		
A. Office Copying/Supplies/ Expenses(for special purposes only)		
B. Instructional		
C. Equipment		
D. Printing		
E. Other (Explain)		
Total		
TOTAL COSTS		

COOPERATIVE PLANING AGREEMENT

(This page must be completed for all proposals).

Instructions: Describe how this proposal has been coordinated with the curriculum and instruction specialists from the local school districts and representatives from the NH DOE and how those plans address identified priorities. Include information on meetings, names of schools or school districts involved, number of participants involved, and job titles of participants. Use additional sheets as needed. A simple letter of support will not ordinarily be accepted as satisfying the cooperative planning requirement. Include private school information as appropriate.

INSTITUTIONAL COOPERATIVE PLANNING

(Only institutions with teacher education programs must complete this page).

Instructions: Describe the collaborative institutional planning efforts that have occurred between the education and the language arts, mathematics, and/or science colleges or departments. Describe how both colleges and/or departments will be involved with project implementation. Include information on meetings, names of participants and schools and/or departments of participants. A simple letter of support will not ordinarily be accepted as satisfying the cooperative planning requirement.

PARTICIPANTS INVOLVED **NCLB - NH SAHE PROPOSAL**

Instructions: Provide an estimate of the number of teachers and/or principals from each identified school that will participate in your program.

School	Number of Teachers	Number of Principals
TOTAL		

CURRENTLY FUNDED AND PENDING PROPOSALS

Currently funded projects and pending proposals involving the project director and associated staff members. (If no funded proposals, enter “none” under Project in the table below).

Project	Funded/ Pending	Project Member	% Annual Time	Total Award	Funding Agency

**NONPROFIT ORGANIZATION (NPO)
DEMONSTRATED EFFECTIVENESS DOCUMENTATION
(Institutions of Higher Education Need Not Complete This Form.)**

Each NPO proposal must provide written evidence of: (a) past demonstrated effectiveness in providing professional development for teachers in English language arts, mathematics, and/or science in New Hampshire; and (b) financial stability.

Documentation of past effectiveness:

The following evidence must be provided (as an attachment to this form) and one or more past professional development activities:

1. Title, dates, and location of activity,
2. Number of teacher participants,
3. Names of director and instructional personnel,
4. A summary of course/workshop content and activities,
5. Some evidence of program outcomes in English language arts, science, and/or mathematics, such as:
 - Documentation of improved student outcomes following participants classroom implementation of the new material,
 - Final evaluation report of program,
 - Participant evaluations of program effectiveness,
 - Letters from past participants describing the benefit they gained from participation.

Evidence of financial stability:

Each NPO applicant must submit (as an attachment to this form):

1. A complete copy of the organization's most recent independently reviewed financial statement.
2. Evidence that the NPO is not dependent on receipt of this grant for its continued existence.
3. Evidence of official recognition of nonprofit corporation status.

Name of NPO: _____

Name and address of chief executive officer: _____

I hereby provide assurances that the attached evidence accurately reflects the fiscal stability and demonstrated effectiveness of this organization.

Signature of Executive Officer

Date

STATEMENT OF ASSURANCES

I, (type name of person)_____, chief executive officer/financial officer of (type name of institution)_____, hereby provide assurances to the New Hampshire Department of Education that should this institution receive a grant under the terms of the No Child Left Behind Act, it will:

1. Upon request, provide the NH DOE with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with Title II-A SAHE statutory regulations and the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's School Act of 1994;
3. Use grant funds to supplement and not supplant funds from non-federal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under-represented and under-served groups;
5. Offer services equitably to eligible public and private school personnel;
6. The institution further assures that all program and evaluation reports required by the U.S Department of Education and/or the NH DOE will be submitted in accordance with stated guidelines and deadlines.

I hereby certify that the information in this proposal is correct and that the project will be carried out as described in the proposal.

Signature

Title

Date

SAHE REVIEW PANEL SCORING RUBRIC

IHE:

Project Title:

Project Director:

email:

Eligible Sponsoring Institutions.....yes/no

Eligible Disciplines.....yes/no

Consistent with Systemic Reform of Education

1. alignment with state core standards.....yes/no
2. improvement of instruction for subpopulations.....pts (15)
3. collaboration among content specialists, teacher education specialists, and practicing teachers.....pts (5)
4. literature citations demonstrate that activities and educational strategies are based on scientific research.....pts (10)

Cooperative Planning and Collaboration

1. Collaboration with other programs.....pts (2)
2. Participant input and involvement in planning.....pts (2)
3. Joint effort within higher education institutions.....pts (2)

NPO Demonstrated Effectiveness.....yes/no/NA

Sustained, Intensive Professional Development.....pts (2)

Project Duration.....yes/no

Educational Technology and/or Distance Educationpts (1)

Quality of Personnel.....pts (6)

Demonstrated Need and Improvement of Instruction.....pts (5)

Plan of Operation.....pts (5)

Evaluation Plan.....pts (5)

Resources and Institutional Commitment.....pts (5)

Budget and Cost Effectiveness (**50% rule**).....pts (25)

Overall Quality.....pts (10)

Total.....pts (100)

Reviewed by:

Date:

Comments:

