



REQUEST FOR APPLICATIONS

Improving Teacher Quality State Grants: Partnership Grants for Professional Development (FY 2010, ITQ Phase 8)

Public Law 107-110 (*No Child Left Behind Act of 2001*)

CFDA #84.367

Response Date:

**Wednesday, September 23, 2009
NO LATER THAN 4:00 p.m.**

Issuing Office:

**Office of Grants
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401**

www.mhec.state.md.us

Summary Timetable

June 23, 2009 RFA for Improving Teacher Quality State Grants issued

July 22 & August 5, 2009 Technical Assistance
10:00 a.m. – 2:00 p.m., lunch provided
The Charles I. Ecker Business Training Center
(Gateway Business and Technology Training Center)
(410) 313 6340

RSVP deadline: July 20 & August 3, 2009 respectively
RSVP by e-mail to lberat@mhec.state.md.us

For directions, see
http://coned.howardcc.edu/business_and_workforce_development/meeting_facilities/gateway.html

Wednesday, September 23, 2009

**Applications due by 4:00 p.m. at
MHEC**

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

October 26, 2009 Notification of grant awards made. Approved projects' payment will be submitted to the Comptroller's Office; conditionally approved projects' grant payment will be submitted after all revised documents are received; projects may begin implementation.

July 26, 2010 Interim reports due

Approx. August 13, 2010 Grant payments made after interim report accepted

April 30, 2011 Grant projects end

July 31, 2011 Final reports, certified expenditure report and unexpended funds due for grant projects

This RFA and relevant forms are available at www.mhec.state.md.us/Grants/ITQ/itq.asp

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IMPROVING TEACHER QUALITY (ITQ) STATE GRANTS: Partnership Grants for Professional Development

(FY 2010, PHASE 8)

MARYLAND HIGHER EDUCATION COMMISSION (MHEC)

PROGRAM AUTHORIZATION

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

Statewide Division of ITQ (Title II A) Funds:

In every state, Title II A Improving Teacher Quality funds have the same percentage distributions between the state education agency (SEA) for preK-12 and the state agency for high education (SAHE). In Maryland, this means:

- 95% is distributed to LEAs by the Maryland State Department of Education (MSDE) in the form of sub-grants;
 - 2.5% is used by MSDE for statewide activities; and
 - Title II A, subpart 3, allocates the remaining 2.5% to the SAHE—the Maryland Higher Education Commission (MHEC)—to administer competitive grants to eligible partnerships. *This request for applications (RFA) is distributed for the latter partnership competition.*
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PURPOSE

The purpose of the partnership grants is to improve the academic achievement of all students by providing sustained and intensive high-quality professional development to help teachers and principals be highly qualified and highly effective in their respective instructional areas. “High-

quality professional development” is that professional development that meets the standards articulated by Title IX of NCLB where it defines “professional development” (see Appendix D). More information about “high-quality professional development” is included below under “Eligible Grant Project Activities and Priorities.” This definition is further refined in the Maryland Teacher Professional Development Standards included in Appendix B.

MHEC ITQ (Title II A, subpart 3) grants to eligible partnerships are to be used for professional development activities in core academic subjects. It is critical to the purpose of this program that the arts and sciences partner, as well as, the education and LEA partners, have substantial and substantive involvement in developing project content. Institution of Higher Education (IHE) grantees must work cooperatively with their LEA partner(s) through the planning, implementation and evaluation of the grant programs to address locally identified needs. Grant-funded projects must address one or more of the four following purposes:

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

- Eligible *participants* for this grant’s activities are principals, assistant principals, teachers and highly qualified paraprofessionals (paraeducators). *Target audience* refers to the primary participants whom the proposed program seeks to serve in the delivery of the 90 required contact hours.
- Wherever the term “principal” appears in this RFA, it also refers to assistant principals.
- Core academic subjects, by federal law, are English, reading or language arts, mathematics, sciences, foreign languages, civics and government, economics, arts, history, and geography. In Maryland, arts includes art, music, dance, and theatre; science includes biology, chemistry, earth/space science, physical science, and physics.
- Projects should meet Maryland Professional Development Standards (see Appendix B).

- Per federal guidelines, ITQ grant funds from MHEC cannot be spent on either paraprofessionals who are not already deemed “highly qualified” under current Maryland State regulations or on pre-service teachers who are not highly qualified paraprofessionals. If a project is holding an event for in-service teachers, principals, and/or highly qualified paraprofessionals, other school personnel, including pre-service teachers, may attend, but no ITQ funds may be contributed to take care of the costs of their attendance.

GRANT PERIOD

Applications are **due September 23, 2009, by 4:00 p.m. to the Maryland Higher Education Commission (MHEC)**, 839 Bestgate Road, Annapolis MD. If inclement weather causes either MHEC or the applicant institution to close that day, the application will be due the next full business day of both the Commission and the applicant institution.

**Grants will be awarded for an eighteen-month period:
October 26, 2009 through April 30, 2011**

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

FUNDING

Amount to be awarded: Approximately \$1 million
Grant size: up to \$200,000

- The grant award size varies because projects may serve very different numbers of participants. Small grants are offered if a partnership wishes to provide focused services for teachers at just one or two schools; others might serve several LEAs and dozens of teachers.
- The Commission reserves the right to make a larger award for a project of exceptional breadth or depth that serves high-need teachers in high-need schools and will improve the academic achievement of students at those high-need schools.
- Funding is contingent upon the availability of federal funds.

Timetable for Funding Awards

Grant Period	1 st Payment	2 nd Payment
18-Month	50% at outset (October 2009)	50% in August 2010 *

*Or as soon thereafter as the interim report is accepted by the MHEC Office of Grants

- Awards will be disbursed as long as all reporting requirements have been met satisfactorily. Interim and final reports may be received but returned for more information; funds are not disbursed until any further changes or additions to the report or

- The Commission reserves the right to request changes to the original plan after each interim report in order for the program to move forward. The Commission also reserves the right to end the project (see also “Termination,” p. 23).
- Grantees may also wish to request changes to their original plan and may do so at any point; however, **approval from the Commission’s Office of Grants must be secured before changes are made.** See “Grant Management,” especially “Post-Award Changes.”

ELIGIBLE PARTNERSHIP GRANT APPLICANTS

- **Eligible partnerships *funded* under this grant must include these three partners:**
 1. A Maryland public or independent two- or four-year institution of higher education and its **division that prepares teachers and principals;**
 2. A Maryland public or independent four-year institution of higher education and its **school of arts and sciences** (see “arts and sciences” definition in Appendix D); *and*
 3. A Maryland **high-need LEA**. LEAs meeting the Title II A, subpart 3 definition of “high need” for this funding cycle are **Baltimore County, Baltimore City, Prince George’s County, and Somerset County.** See Appendix A for high-need LEA demographic information.
- The application must have a lead IHE that is the named applicant and fiscal agent. Note that a school of arts and sciences and a school of education are two different partners, even if they are both constituent parts of the same fiscal agent institution.
- In addition to the three required partners, the lead IHE may also include another local educational agency, a public charter school, an elementary school or secondary school, an existing professional development school, an educational service agency, a nonprofit educational organization, additional institutions of higher education, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, a business, or a combination of any of these.
- Community colleges may serve in partnerships *and* may be one of the three required partners or the lead partner if it has a division that prepares teachers and/or principals. **Community colleges may not serve as the arts and sciences partner.**
- Project directors must be faculty members or permanent staff persons at the applicant institution and have expertise in the content areas or methodologies the activities address.
- IHEs and LEAs may participate in an unlimited number of projects.
- IHE-LEA partnerships need to ensure that services are offered on an equitable basis to public and private school teachers in accordance with ESEA Title IX requirements and requirements pertaining to assisting low-performing schools.

If an applicant project director, project manager, or project evaluator is overdue in submitting reporting information to MHEC for other grant projects, or has a history thereof, his/her application for this FY 2010 program may be considered ineligible.

COOPERATIVE PLANNING

- Grant project activities must be planned cooperatively among the partners. Successful projects demonstrate cooperative planning between education faculty, arts and sciences faculty, and representatives from LEA(s) from the central office of the school district and, whenever appropriate, from the schools to be served. These entities work together to assess the LEA's teacher professional development and student achievement needs in planning activities that will address these needs. Recruitment, retention, and follow-up can be very difficult to achieve successfully if the LEA partners have not been involved in planning.
- Applications must show evidence of cooperative planning, both between education and arts and sciences partners and between IHEs and LEAs. This should be apparent from the activities described, but applicants may also note meeting dates or include attendance lists in an appendix that show who attended planning meetings and with what partners each attendee is affiliated. Applicants might wish to describe previous collaboration, including any lessons learned as pertinent.
- **Applications must document local professional development needs.** A local needs assessment performed by or in cooperation with the LEA(s), the LEA school improvement plans, and LEA master plans or school system goals must guide the planning of grant and sub-grant activities. The needs assessment should be completed before this application is made. An interest survey of teachers is not considered a needs assessment for purposes of this grant program.
 - The project activities, including any sub-grant activities with other LEAs, should also be consistent with the LEA professional development plan as outlined in the LEA Bridge to Excellence master plan. See the MSDE website for more information about "Master Plans."
 - For school data, a starting point is www.mdreportcard.org; district content-area supervisors, principals, and other local staff can provide more detailed information about teacher professional development needs and the connection between these and local student achievement.
 - If your project focuses on recruiting teachers from certain schools, related school improvement plans should also be consulted.
- The law requires any partnership receiving both funds from this program and an award under the Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the *Higher Education Act* (HEA) to coordinate activities conducted under the two awards.
- **Project directors from the IHE should contact LEA grants offices early in the cooperative planning process.** The grant officers coordinate projects and need to know what applications will be coming through the LEA; they can also help provide appropriate contact information. Also, note that LEA grants offices may have a required approval process that takes up to six to eight weeks. Contacts for the LEA grants offices will be provided at technical assistance.

- The *Maryland Professional Development Planning Guide* may also be a useful tool. See Appendix E and the MSDE website. This planning tool is increasingly used by school systems for planning professional development activities and is particularly useful for collaborative partners jointly planning professional development.

ELIGIBLE GRANT PROJECT ACTIVITIES AND PRIORITIES

Faculty from arts and sciences and education divisions of higher education institutions must work together with the high-need school district(s) and school staff to plan activities that meet the professional development priorities of the participating partners. **ITQ-funded instructional activities must be content-rich, clearly demonstrating the role of the arts and sciences division partner and based on scientifically based research that demonstrates their effectiveness as professional development.** See Appendix D for the definition of “scientifically based research.”

The ITQ Grant Program will work to improve student achievement in the participating LEAs by supporting partnership activities that provide:

- Professional development in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects that they teach and that principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects;
- Assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals in developing and offering sustained, high-quality professional development activities that:
 - (1) Ensure that those individuals can use challenging State academic content standards (e.g., the Voluntary State Curriculum), student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - (2) May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in (1) for others in their schools; and
 - (3) May include activities to improve teaching in the content area and learning at low-performing schools.

The October 5, 2006, non-regulatory guidance to Title II A published by the U. S. Department of Education explains that “high-quality professional development” is professional development that meets the definition of the NCLB law. For the purposes of this program, it includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;

- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators. Projects funded through MHEC will not necessarily involve parents but project management staff should certainly consult administrators, principals, and teachers in planning their activities.

Activities might also include instruction in the use of data and assessments to inform classroom practice or, to the extent appropriate, provide training for teachers and principals in the use of technology consistent with the *Maryland Teacher Technology Standards* (Appendix B) so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach.

Proposed projects should also be related to K-12 student content standards, take into consideration teacher certification requirements and other relevant assessments, and support the *Maryland Teacher Professional Development Standards* (Appendix B).

In order to have a positive, lasting impact on classroom instruction and the teachers' performance in the classroom, projects must offer professional development that is sustained, intensive, of high quality, and classroom-focused. Projects therefore cannot be one-day or short-term workshops or conferences; rather, **project activities should provide to each participant in the targeted audience a minimum of 90 contact hours per 18 months of the grant project.**

A "contact hour" should be understood in the same way as higher education courses use "contact hour." For example, time participants spend working on homework or other unsupervised out of class activities is not included in the contact hour calculation. Class seat time, workshop attendance, synchronous moderated online discussion, one-on-one coaching with project staff are examples of acceptable "contact hours."

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

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

Where appropriate, applicants should make explicit connections between the professional development they plan to provide and the relevant State standards tied to that area of professional development (sections from the Core Learning Goals, Maryland Teacher Technology Standards, Maryland Instructional Leadership Framework, Voluntary State Curriculum, etc.). Ties to local professional development master plans and school improvement plans may also be appropriate. MHEC seeks to support projects that will continue after the grant period has ended.

Per federal guidelines, **funds may not be used for activities targeted to pre-service teachers unless they are also serving as highly qualified paraprofessionals and working towards becoming a certified teacher.** If an activity takes place at a professional development school (PDS) for the benefit of in-service teachers and/or highly qualified paraprofessionals, pre-service teachers working at the PDS may attend but grant funds may not be used for their attendance. The creation of alternative certification programs is also not a permissible use of funds.

Project managers should keep careful records from all project activities. See below under “Grant Management,” especially the sections on narrative and financial reports.

Some Characteristics of Successful Projects

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

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

Furthermore, A 1991 SRI international study demonstrated that professional development activities are most effective when they have follow-up activities or reinforcement activities or both; and have the administrative support of the school or local education agency.

Successful ITQ projects have supported these principles. Such projects provide teachers with information they can immediately translate into their own lesson plans and instructional methods that impact student learning.

Past successful projects have taken a variety of forms. Many involve intensive two-week summer institutes with on-going follow up throughout the following school year. Some teachers

and principals, however, prefer academic year activities. Team-taught institutes that combine the expertise of an arts and science department and an education department faculty member have been successful in combining depth of content with pedagogical approaches that teachers can use to translate the material to the classroom. Team teaching, especially if combined with school system input (and in some cases participation) for planning and implementation, is also useful for helping teachers make explicit connections between the courses they are taking, the courses they are teaching, and the curriculum standards guiding the courses they teach.

Inquiry-based projects with hands-on problem-solving approaches have been demonstrated to be successful in science and mathematics, which is consistent with research on learning in those fields.

Some projects offer both a content-rich and a pedagogy-focused graduate level course in either a regular academic semester or a condensed term format. These programs then provide on-site follow-up visits and coaching to help teachers implement the newly learned skills and knowledge.

Projects that have been able to secure strong school principal support during the application preparation process are generally more successful.

Projects that focus on one subject may wish to work closely and intensively with a few schools—enough to draw sufficient participants but small enough to maintain close contact with individual schools. If teams of teachers and the school leadership are engaged in the project, there is a greater chance of impact.

Teacher-participants report that projects that provide a capstone experience where teachers have the opportunity to share and showcase examples of their work that incorporates their new knowledge are meaningful and help to establish ongoing learning communities that endure beyond the project end date.

Successful projects usually have spent considerable time and effort on participant recruiting. As part of a cooperative planning process, project staff may have consulted district content specialists, principals, professional organizations, professional development school liaisons, and others to determine where, when, and whom to recruit and select. They have looked carefully at what motivates teachers and what incentives to participation might be appropriate. They may also have used incentives as part of a participant retention plan. For example, some projects do not pay stipends on a per activity basis but will award stipends after certain groups of activities have been completed. One project that awards four graduate credits awards some of the credits after the summer course and the rest of the credits only after follow-up work is completed.

Follow-up activities that are classroom-focused and/or school-based are the most successful in ensuring classroom impact. Follow-up may include workshops, but workshops alone are probably insufficient to determine the impact on individual participants, especially if they are not based at a school. School-based workshops may be useful, though, for disseminating program

information and possibly for facilitating more widespread changes in professional development opportunities and practices at a school.

Follow-up activities might be successfully coordinated with similar activities taking place in the LEA. Although grant funds must supplement not supplant funds for such activities, local activities might be deemed match or noted as complementary activities in the RFA. The point of follow-up is to determine if the project is improving teaching and learning and to ascertain what adjustments can be made to ensure that they do improve.

See Appendix K for abstracts of some projects funded in earlier grant cycles.

Credits and Credentials

Because projects provide sustained, intensive, content-rich professional development, it is appropriate in many cases for academic or professional credit of some kind to be earned by participants. Projects might help move participants toward standard professional certification from conditional status; they might prepare participants for a PRAXIS test that will help them add an endorsement area; they might provide participants with credits that can be counted toward a degree; or they might help with other professional development goals. It will help the project's success if these potential benefits can be identified in planning, articulated in the application, and advertised to prospective participants if the application is accepted for a grant.

The partners should determine if offering academic or professional credit is appropriate and, if so, what type of credit—content area or education? undergraduate, graduate, or continuing education? **Keep in mind that only MSDE can approve State continuing professional development (CPD) credit.**

The following outlines the CPD approval process is from:

www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/prof_development.htm

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

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

The Continuing Professional Development Manual provides guidelines for professional development liaisons and other educators as they plan experiences to assist individuals in

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

Contact Information

Ms. Norma Allen
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0391
Fax: 410-333-8963

“50% Rule”: Planning Use of Funds and §2132(c)

“Special Rule” or, colloquially, the “50% Rule”

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

Either in the budget narrative or in an appendix (see forms in Appendix F), all applicants must articulate how *use* (or *benefit*) is to be understood when demonstrating that the special rule has been followed. Keep in mind that a single IHE may constitute two partners: the arts and sciences partner and the teacher preparation partner. The guidance for the law focuses on financial examples, but your explanation—so long as it is clear—need not be constructed in purely financial terms.

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

- Matching funds are not included in the calculation or explanation of this 50% rule.
- Tuition assistance used for a teacher’s professional development is a *use/benefit* attributed to the LEA that employs the teacher.
- Faculty members with a 9- or 10-month contract who work for an LEA during the summer months will have their summer salaries attributable to the LEA.
- Funds used to pay for faculty release time for the professional development project are attributable to the IHE that employs the faculty member because the IHE would otherwise pay those funds in salary.
- Indirect costs are used by the partner that uses the corresponding funds as direct costs.

- Reimbursements to IHE employees for the costs of traveling to LEA sites may be attributable to the LEA partner.
- Costs for mentor teachers hired to work with other teachers are attributable to the LEA even if they are hired and paid by the IHE.
- Two IHE partners (school of education and school of liberal arts and sciences) may each receive 50% of the funds. So long as each of the two divisions of the IHE “uses” 50% of the funds for activities over which it has responsibility (and so directly benefits from the funds), an IHE fiscal office would not actually need to disburse grant funds to each IHE division unless this were the IHE’s normal fiscal procedures.

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

Example: CORRECT Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s Grants Office receives 100% of the Title II, Part A funds for the partnership.

The Grants Office gives:

- the College of Education 25% of the funds to use to pay its faculty to deliver professional development in instructional leadership methodologies for 20 principals at Lincoln School District;
- the College of Arts and Sciences 25% of the funds to use to pay its faculty to deliver professional development content knowledge in instructional leadership for 20 principals at Lincoln School District;
- Lincoln School District 50% of the funds to use to pay stipends for its principals to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

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

Example: INCORRECT use of funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s Grants Office receives 100% of the Title II, Part A funds for the partnership. The Grants Office gives:

- the College of Education 20% of the funds to use to pay its faculty to deliver a professional development summer course in instructional leadership methodologies for 20 principals at Lincoln school district;
- the College of Arts and Sciences 10% of the funds to use to pay its faculty to deliver a professional development summer course in instructional leadership content knowledge for 20 principals at Lincoln school district;

- a mentor principal 10% of the funds to work with the 20 Lincoln school district principals, in their buildings, applying what they learned in the professional development summer courses;
- Lincoln school district 60% of the funds to pay stipends for the 20 principals to attend the professional development summer courses.

In this example one partner uses more than 50% of the funds for its own *use/benefit*.

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

UM Campus College of Arts & Sciences	29%	summer salary for 2 team-taught courses, plus half of the University 8% indirect costs charge; 5% of the time of an administrative assistant
Independent Campus College of Education	39%	summer salary for 2 team-taught courses, plus half of the University 8% indirect costs charge, plus in-school follow-up for following year,
LEA in MD	32%	tuition (portion not reimbursed by LEA), student lab supplies for summer courses

Note that no partner is near 50%--this prevents problems if program adaptations are needed.

APPLICATION FORMAT

Applications not meeting these criteria or lacking the elements indicated below will not be read.

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

An application must have the following 8 elements, labeled this way and appearing in this order. See page 28 for a checklist:

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

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

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

4. **APPLICATION NARRATIVE (90 of 100 points)**

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

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

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

Do not provide summaries of needs data from national studies and reports in the narrative. Excerpts from pertinent reports may be provided in the appendices. These may be referenced briefly in discussing the empirical evidence supporting activities but should not form a substantial part of the needs assessment narrative. **Focus on the needs of the prospective participants and how the application addresses those needs using State or local data as appropriate.** The application will be evaluated in part on the extent to which the proposed services are focused on those teachers and schools with the greatest unaddressed needs in Maryland school districts. See also the section above on Cooperative Planning.

4B) Project Goals and Objectives (10 points)

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

Objectives should follow “SMART” guidelines; that is, they must be

Specific (narrowly focused, detailed and name the target population to be served),

Measurable (provides quantitative data - qualitative data may supplement quantitative measures),

Achievable (possible and plausible within the grant period),

Results-oriented, and

Time-bound (have deadlines).

Applications will be assessed on the breadth and depth of the project and on the extent to which the objectives are “SMART.”

- Each objective should address teacher, student, and/or school performance tied to Maryland’s content and performance standards. It should be clear how these objectives are linked to the NCLB accountability requirements for the high-need and other LEA partner(s). It should also be clear what will be achieved for whom.
- Reference state, local or school-defined baseline data and standards. Include baseline data for comparison to convey that your goal is both reasonable and ambitious.

4C) Management Plan (15 points)

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

- Describe each partner’s roles and responsibilities. This information should be echoed, though in less detail, in the cooperative planning agreement.
- Explain what each partner hopes to gain from participating in the project.
- Describe the time commitment of the project director and other key project personnel. It should be clear that the project director will have sufficient time to dedicate to the project. For work during the academic year, IHE staff time commitments to the grant project are to be expressed as a percentage of the person’s total job effort. It is not expected that project directors would have more than 100% of their time committed for the project and other institutional job duties. In the unusual case that commitments over 100% effort would be allowed by the institution, additional explanation and documentation is required to demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively.
- The management plan must include a work plan that lists major management actions and assigns responsibilities to key staff personnel. It should be clear what each project staff person does; project duties should be clearly linked to budget, as well as management and activity plans.
- Provide a clear organizational structure and milestones for accomplishing management actions. Include dates for management actions and milestones in the timeline. See below, Plan of Operation, 4D.
- Résumés or Curricula Vitae of key personnel must be included in an appendix to the application. See below, “Project Staff Curriculum Vitae and Résumés.”
- Recruitment is a key element of project success and as such must be planned (and sometimes re-planned) carefully. Recruitment cannot wait and is one of the most important of the management responsibilities. Include a recruitment and selection plan for the target population. “Selection” may include both selecting what teacher groups are recruited and what teachers are selected from a pool that is recruited. Note that in the past brochures and flyers alone have not proven to be an effective recruitment method.
- Retaining participants in a program that takes place over a year or more can also be a challenge, and a good management plan will address this problem. Cooperative planning that includes teachers often has a better grasp of teachers’ individual goals and challenges and therefore may help project staff identify incentives and strategies to recruit and then retain participants. The management plan should articulate participants’ incentives for being participants and any strategies being used to retain participants (e.g., paying stipends or awarding credits after milestones are met or follow-up is complete,

The management plan will be evaluated on:

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

While it is possible for some staff to be hired once the grant is secured, there is a strong preference for identifying staff—especially key staff—before the application is made. If any staff members (such as a project manager) are to be hired after the grant is secured, the person’s name and résumé should be submitted to the Commission’s Office of Grants within eight weeks of the grant award. Projects should not be delayed because of personnel vacancies.

See “Cooperative Planning” for related information.

4D) Plan of Operation (30 points)

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

The plan of operation will:

- be a detailed plan of operation that includes strategies, activities, timeframe, and key personnel responsible for each project objective and major activity supporting that objective;
- include specific information on how, when, and where the project participants will be identified and recruited;
- describe how, when, and where follow-up with participants will take place;
- indicate how many and what kind of credits may be earned by each participant group (see table below);
- estimate the number of participants of each type to be served by the project (table); and
- indicate the number of **contact hours per participant** planned for each group (table). **The target audience must receive at least 90 contact hours each for the eighteen months of the grant**, but if additional participants are expected to benefit from the professional development offered, it may be possible for them to participate with a smaller number of contact hours. Express the information from these last three bullets in this table (Word and Excel file available online):

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

Type of Participants	Elementary			Middle			High			Total Participants
	#	Contact Hrs Per Participant	Credits Earned by # & type)	#	Contact Hrs Per Participant	Credits Earned: # and Type	#	Contact Hrs Per Participant	Credits Earned by # & Type	
Principals				5	30	1 C				5
In-service teachers:										
Out-of-field										
Provisional/ Conditional Certification	6	45		53	110	9 G				59
Other: _____										
Highly qualified Paraprofessionals				10	50	3 U				10
Other: _____										
Total Participants by School Level (Elem, MS, HS)	6			68			0			74

TABLE KEY: G = graduate semester credit hours;
 U= undergraduate semester credit hours;
 C = MSDE continuing professional development credit

See page 7 for more about “contact hours” and page 10 regarding MSDE CPD credits.

In using the Participant Contact Hours by School Level Table, applicants should tailor it to best represent their project and its service groups. For example, if a project is geared toward helping new teachers and teachers in high-need schools, it will probably make sense to have these two categories included, as well as some means of distinguishing which teachers are new teachers in a high-need school. If there are cohorts involved, be clear about who is served when, if cohorts overlap etc.; for example, add another chart if that helps ensure clarity and label them by cohort.

The plan of operation must include a timeline. The timeline should indicate both when major activities, such as recruiting, will take place and when professional development delivery and follow-up activities will take place. While exact dates are unlikely to be available for all activities, the project should be planned in enough detail that it is clear that reasonable amounts

of time are allotted for activities and that activities occur at regular intervals. The timeline should also be a way of making the point that the project can start on time, deliver sufficient contact hours, and conclude on time. It may be presented in a narrative bulleted format or as a table. An activities timeline table might look like this:

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

Date Range	Key Personnel Involved	Activity Description	Estimated # Participants (if applicable)	Estimated # Contact Hrs (if applicable)
11/1/09-3/30/10 bi-monthly, monthly thereafter	Project Director, LEA Math Coordinator,	Planning meetings with LEA Math Coordinator, Master Teachers, Proj. Director, Math Instructor, Evaluator	n/a	n/a
3/1/-5/15/10	LEA Math Coordinator, Proj. Director	principal meetings, participant recruiting	n/a	n/a
6/18/10	Proj. Director, Instructional Staff	participant orientation	20	5
6/20-7/20	Math Instructor	Intensive Algebra Content course	20	60
9/1-12/20/10 and 3/15-4/30/11	Proj. Dir, Math coordinator, 3 math specialist	On-site teacher mentoring in groups and/or one-on-one	20	10
2/15-3/15/11	Curr.&Inst., Instructor	3 Instructional Methods in High School Math workshops	20	15
Ongoing	Evaluator	Data collection	n/a	n/a
5/1/10-7/15/11	Evaluator, Proj. Director	Analysis and evaluation Report	n/a	n/a

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

- The services are appropriate to the needs of the intended recipients;
- The services provided are research-based;
- The professional development provided is of sufficient quality, intensity, and duration (including follow-up) to lead to improvement in practices among those served;
- The services provided are likely to lead to improvements in the achievement of K-12 students as measured against rigorous academic standards; and
- It is clear how, when, where, and by whom strategies will be implemented. The timeline should indicate when activities take place (see below at 4E).

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

Applicants are also encouraged to articulate explicitly how the content material to be addressed in the project aligns with the content that teachers will be using in their classrooms. Core Learning Goals, local curricula, Voluntary State Curriculum, and other relevant resources may be cited. These references are not formally part of the evaluation of applications, but using them is an efficient means of conveying to reviewers how the professional development is tied to K-12 academic standards.

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

4E) Project Evaluation (20 points)

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

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

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

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

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

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

- Include an appropriate mechanism to disseminate evaluation results to stakeholders.

Other points to keep in mind about the evaluation are:

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

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

5. BUDGET AND COST-EFFECTIVENESS (10 points)

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

Provide evidence of institutional commitment to the project, including the amount of staff time dedicated to the project and any in-kind contributions.

Either in the budget narrative or in an appendix—there should be information that addresses the “Special Rule” (50% Rule) that demonstrates how no single partner *uses (benefits from)* more than 50% of the funds. See “Special Rule” explanation under “Eligible Grant Activities and Priorities” and see Application Forms for a worksheet that may be used for this purpose.

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

- the budget summary is correctly computed;
- the budget narrative explains clearly how the budget summary figures were calculated, matches the amounts in the budget summary and fully explains what purposes these costs serve;
- the budget is adequate to support the project—and it is clear how activities are funded;

- the costs are reasonable in relation to the objectives and design;
- the costs are reasonable in relation to the number of participants to be served (per participant cost);
- there is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners;
- administrative costs are kept to a minimum; and
- there is potential for continued support of the project after the federal funding ends.

5A) The budget summary form should show all planned expenditures for the project.

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

Interim and final financial reports have a similar format but must clearly distinguish between approved expenditures and actual expenditures. Forms for the interim and final reports are included as appendices and available in electronic form online at www.mhec.state.md.us/grants/itq/itq.asp.

5B) The budget narrative should explain the rationale for each line item in the budget summary for grant expenditures and matching funds. This narrative, which will be organized by the corresponding line item on the budget summary, must show how the amounts indicated were determined (e.g. hourly rate x # hours, unit cost x #units, % of salary for each project staff member, fringe rate applied to salary). Satisfaction of the 50% Rule should be briefly summarized in the budget narrative; an additional appendix (which will not be counted against the page limit) should also be used to provide detailed documentation to satisfy the 50% rule. The worksheet in Appendix F can be used for this purpose.

As there is no page limit for the budget narrative, applicants have the opportunity to fully and clearly articulate how the project activities are being funded, how costs were computed and what the various project expenses mean in terms of service to participants. Reviewers generally give close attention to the budget narrative. Applicants who do not have a high-need LEA partner at the time of application should not forecast all expenses for the addition of such a partner; those details will be negotiated by MHEC later, as appropriate.

5C) Ineligible Costs

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

- Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project;
- Purchase of non-instructional equipment (these are not equipment grants);
- Purchase of supplies for something other than the professional development activities being provided; and
- Entertaining (excludes food for professional development workshops, seminars and institute training sessions).

Funds may not be expended on participants who are not eligible to be the primary audience of professional development under this grant program. Eligible primary audiences are teachers, principals, assistant principals, and *highly qualified* paraprofessionals.

5D) Budget Guidelines

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

A. Salaries and Wages

Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. Salaries are to be part of the individual's regular compensation for the academic year and should be expressed as a percentage commitment of time. As noted on page 14, it is not expected that project directors would have more than 100% of their time committed for the project and other institutional job duties. In the unusual case that commitments over 100% effort would be allowed by the institution, additional explanation and documentation is required to demonstrate that the project director and other key staff have sufficient time to conduct the grant project effectively. For the summer session, pay should be calculated based on the individual's regular compensation. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives. MHEC reserves the right to request salary verification for this purpose.

1. Professional Personnel

List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of individual's annual time will be committed to the project.

Summer salaries may be in a lump sum but must not be proportionally more than the institution compensates for similar work during the academic year. Explain how the summer salary calculation was done.

Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent. This rule may be waived if documentation and explanation is provided to show why and how a greater time commitment than that is required.

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

2. Other Personnel

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

B. Fringe Benefits

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

C. Travel

Enter travel costs of grant project staff if travel is necessary for key personnel to conduct off-campus activities. Mileage allowances charged to the grant may not exceed \$0.55 per mile, or the State mileage reimbursement rate in effect at the time the travel occurs. All travel funding must be specifically designated by place, date, duration, and method of travel and be approved in the project budget.

D. Participant Support Costs

1. Stipends

Participant stipends for a summer or weekend component may be requested and supported by grant funds. Stipends may be equivalent to the LEA rate but the amount paid by the grant must not exceed \$150 per day. (The amount of the total stipend may exceed this amount if supplemented by funds from other sources.) These stipends must be clearly justified. **Each participating school district has Title II, Part A funds available to support in-service programs such as those funded by this grant program. School district financial support is encouraged and would show the district's commitment to proposed program implementation.**

Stipends are not allowed for time during which participants receive their regular pay. For example, a stipend for attending an after-school session is acceptable; however, a stipend for attending a session during the school day is unacceptable. Individuals such as principals who are on twelve-month contracts may not receive stipends for their time at all per State regulations.

2. Tuition

For the 18 months of an ITQ grant project, the grant may pay for up to nine (9) semester credit hours of regular tuition and fees and related admission costs per participant; four to six credits for that time period is more usual given the requirement for follow-up activities. Sufficient time also needs to be allotted to the recruiting effort.

Additional tuition funds might be made available if the application can make a strong case for the acquisition of more credit hours in the allotted time period.

3. Subsistence

Snacks and light refreshments for meetings and classes are allowable charges. Costs per person should not exceed the rate allowed by institution or the State (whichever is lower).

4. Other (specify)

- a. Child care requests are approved at the rate of \$40 per child per day (summer and academic year).
- b. For teachers, principals, college faculty, and highly qualified paraprofessionals participating in a grant project more than 35 miles from their place of employment, grant budgets may include costs for short-term lodging (no more than 12 nights for the entire grant period) and for meals during those short periods. **Lodging and meals should be broken out as two separate lines** that appear within the Travel section of the budget. Charges for these items must fall within the parameters and rates allowed by the Federal government, the State of Maryland, and the fiscal agent of the grant. Participant travel such as gasoline reimbursement might also be covered and would require a third line.

Relevant receipts should be kept by project directors for appropriate reimbursement and audit procedures. Project directors should keep these receipts on file with their other financial management and auditing records for this grant.

E. Other Costs

1. Materials and Supplies

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

2. Consultant Services

Use of program consultants must be justified and their pay should be a reflection of instructional time. Travel and per diem expenses for consultants should not exceed the institutional or State rate. Pay for consultants must be reasonable and in accordance with Federal Office of Management and Budget regulations and

standards, including the daily maximum pay (which has been approximately \$450). Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, routine supplies must be filed per institutional policy and must not exceed institutional salary levels. **Preparation time for consultants will not be paid by the grant.** Documentation for consultant services should be filed showing:

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

3. Computer Services

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

4. Other (specify)

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

F. Total Direct Costs

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

G. Indirect Costs

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

H. Total

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

6. REQUIRED ASSURANCES (Required; no points)

Two types of assurances are required.

6A) MHEC-originated Assurances

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

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

6B) Federal Certifications and Assurances

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

7. COOPERATIVE PLANNING AGREEMENT (Required; no points)

The application must include the cooperative planning agreement indicating that all members of the partnership are aware of their respective roles, agree to the conditions of the application and

the details of the grant program, and have participated in the planning process. Use the form provided in Appendix F. This is a binding agreement.

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

A short curriculum vitae or résumé should be included for each key project staff member (2-3 pages). The vitae for the project director may be slightly longer but need not be. The application should not include lengthy vitae. Failure to submit vitae for key staff members who are named in the application may be construed as a management plan weakness.

9. ADDITIONAL APPENDICES (optional; no points)

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

APPLICATION CHECKLIST

Every application should contain one unbound signed original and five (5) copies of the entire application packet. **An electronic copy of the Budget Summary worksheet should be sent to mvann@mhec.state.md.us.**

1. ___ Cover Sheet (use form)
2. ___ Abstract (use form)
3. ___ Table of Contents
4. ___ Application Narrative (pages must be numbered)
 - a. ___ Extent of Need articulated; needs assessment
 - b. ___ Project Goals and Outcomes (goals, objectives, outcomes that are measurable)
 - c. ___ Management Plan (partner roles; workplan; recruitment plan)
 - d. ___ Plan of Operation (timeline – form available, participant table-use form provided; objectives & activities to achieve them; scientific basis of activities)
 - e. ___ Evaluation Plan (ongoing and summative evaluations)
5. ___ Budget
 - a. ___ Budget Summary (use form provided)
 - b. ___ Budget Narrative (no page limit)
 - c. ___ 50% Rule Explanation (as part of the budget narrative or as an appendix)
6. ___ Required Assurances
 - a. ___ MHEC Assurances Form
 - b. ___ Certification Regarding Lobbying
 - c. ___ Assurances—Non-Construction Programs
7. ___ Cooperative Planning Agreement
8. ___ Project staff curriculum vitae or résumés as an appendix
9. ___ GEPA 427 information either in Plan of Operation or as appendix
10. ___ (optional) Additional appendix regarding scientific basis or other appendices

Forms are provided in hard copy in the RFA; electronic form files (in MS Word and Excel where appropriate) are available at <http://www.mhec.state.md.us/grants/itq/itq.asp>; scroll down the page to find the links to forms.

TECHNICAL ASSISTANCE

Two technical assistance meetings have been scheduled to afford potential applicants pre-submission assistance. Topics will include a program overview, an overview of this RFA, and discussion of the RFA requirements. Both sessions will cover the same information. Attendees are encouraged to bring questions.

Technical assistance meetings will be held from 10:00 a.m. to 2:00 p.m. on July 22 and August 5, 2009. Lunch will be provided. The content of each meeting is the same. If you plan to attend, please RSVP to liberat@mhec.state.md.us by July 20th or August 3rd, 2009 respectively.

The meetings will be held at:

The Charles I. Ecker Business Training Center
(Gateway Business and Technology Training Center)
6751 Columbia Gateway Drive - Room 3
Columbia, MD 21046
(410-313-6340)

For directions, see

http://coned.howardcc.edu/business_and_workforce_development/meeting_facilities/gateway.html

After the program and RFA overview, MHEC grants staff will be available to meet informally with prospective applicants to discuss projects being developed and to provide feedback on those plans.

If, in writing the application, you have questions about the application format or require other assistance, contact the MHEC Office of Grants. Project directors are also encouraged to contact MHEC whenever they have questions about grant implementation or management.

Melinda Vann
Associate Director, Office of Grants
Improving Teacher Quality Grants Manager
Maryland Higher Education Commission
mvann@mhec.state.md.us
(410) 260-4578

or Paula Fitzwater
Director, Office of Grants
Maryland Higher Education Commission
pfitzwat@mhec.state.md.us
(410) 260-4504

APPLICATION REVIEW PROCESS

- Applications must be received by the deadline.
- Applications must include all requisite forms. Applicants may photocopy the forms to include in application packets or reproduce them in their own word processing files. The RFA and application forms will also be available at <http://www.mhec.state.md.us/Grants/ITQ/ITQ.asp>.
- Applicants will receive electronic notification that their application has been received and assigned an application number.
- A panel of qualified reviewers will read each application and score each according to the criteria summarized below and explained above in “Application Format.” Each application is read and scored by at least five reviewers. Every effort is made to ensure that there are no conflicts of interest and reviewers are required to sign a conflict of interest form. Reviewers may include retired Maryland principals, former Maryland teachers, retired faculty and academic administrators from higher education institutions, professional staff from MSDE and MHEC, and other qualified professionals from Maryland or other states.
- Reviewers frequently offer written comments on their review forms. Comments will be compiled and returned to applicants when the review process is complete. The full review panel is convened after each has read the applications individually. Panel members discuss recommendations as to funding and adjustments that the project staff might make to improve either the project identified for funding or the application should it be rejected for this round of funding.
- MHEC takes the panelists recommendations under advisement and reviews the geographic distribution of the projects, as required by the USDE. MHEC then makes the final decision about grant funding. The Secretary of Higher Education, or his designee, shall name the awardees.

EVALUATION AND SELECTION CRITERIA

The rating given for each criterion (see below) will serve as a significant, but not the only, aspect of the judgment made by the Commission’s staff. Title II A, subpart 3, also requires that grants be awarded with consideration to geographic distribution and to State needs. The Secretary (or designee) of the Maryland Higher Education Commission will review all completed evaluations and recommendations and select those applications that best meet the established criteria and provide geographical access.

Each application will be evaluated by the review panel and scored based on these categories:

<u>Category</u>	<u>Maximum Points</u>
Extent of Need for the Project	15
Project Goals and Outcomes	10
Management Plan	15
Plan of Operation	30
Project Evaluation	20
Budget and Cost Effectiveness	<u>10</u>
Total	100

For further discussion of evaluation criteria, review the Application Format and Eligible Grant Activities and Priorities sections of this request for applications. The review criteria described above are derived from the non-regulatory guidance provided for the Improving Teacher Quality program and from the general criteria for competitive grants found in the Education Department General Administrative Regulations (EDGAR) §§34 CFR 75.209-210 in response to §34 CFR 76.400 and 76.770.

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

NOTIFICATION OF AWARDS

Preliminary notification of awards will be made on or about October 26, 2009, by phone or e-mail. Projects may not begin, however, until the application has been approved by MHEC, the project director has completed budget negotiations with Commission staff members, and the budget has been approved by MHEC and the project director. A grant award will be issued after MHEC approval of the award, acceptance of the negotiated grant award amount by the project director, and MHEC receipt of the state grant award from the U. S. Department of Education. Written grant awards will be issued in late October – November 2009, along with an initial payment of the grant award.

APPEAL PROCESS

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

1. The applicant shall be notified in writing if the application is not selected for funding support.
2. Upon request of the applicant and within 14 days of notification, additional information outlining the reasons for disapproval will be provided by the Maryland Higher Education Commission.
3. The sole basis for appeal is violation of state or federal statutes or regulations.
4. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
5. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.

7. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.
8. If the Maryland Higher Education Commission does not rescind its original action, the applicant may file an appeal with the Secretary, U. S. Office of Education, within 20 days after the applicant has been notified of the Maryland Higher Education Commission decision.

GRANT MANAGEMENT

§1. FISCAL PROCEDURES

All federal funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, institutions will receive two payments, one at the time of the award and one after the interim report has been accepted. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

§2. POST-AWARD CHANGES

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

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

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

Grantees must also request written approval to extend the expiration date of the grant if additional time beyond the established termination date is required to ensure adequate completion of the approved activity within the funds already made available. A single no-cost extension, which shall not exceed six (6) months, may be made for this purpose and must be requested **no less than 1 month prior** to the originally established expiration date. The request must explain the need for the extension and include an estimate of the unobligated funds remaining and a plan for their use. The fact that unobligated funds may remain at the expiration of the grant is not in itself sufficient justification for an extension. The plan must adhere to the previously approved objectives of the project.

§3. PROGRAM CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall be closed out promptly after expiration or termination of the grant. Closeout should be completed **no more than 90 days after the expiration or termination** of the grant unless otherwise approved by MHEC. A project director history of failure to close

grants in a timely fashion may have a negative impact on future application consideration. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund or otherwise dispose of, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.
- The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

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

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

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

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

§4. RECORDS

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

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

§5. REPORTING REQUIREMENTS

Section 80.40(a) of EDGAR requires, among other things, State monitoring of grant activities. MHEC staff may conduct site visits, undertake telephone interviews, or request written materials for this purpose.

Formal interim and final reports are required from all grantees. At the end of the grant, both a financial and a narrative report will be due to the Commission. Final reports should address the items described below under “The Financial Report” and “Narrative Reports.”

July 26, 2010	Interim reports due
Approx. August 13, 2010	Grant payments made after interim report accepted
April 30, 2011	Grant projects end
July 31, 2011	Final reports, certified expenditure report and unexpended funds due for grant projects

§5A) Preparing for Reporting

Project directors should maintain records indicating when and where activities took place, the length of time participants spent in activities, who participated in each activity by name, and how funds were expended, as well as what the total project cost is. In addition, project directors should maintain evidence that demonstrates whether activity and project goals are being met.

The amended ESEA places increased emphasis on data and accountability based on data. See Appendix H for the interim report form; see also Grant Management, §7, Records.

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

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

§5B) Interim Reports

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

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

- Evidence that the project is progressing with sufficient effectiveness to continue.

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

§5C) Final Reports

- Final Reports must be submitted. **Failure to submit a final report will make the project director ineligible to apply for future grants.**
- Final reports have a financial report section and a narrative report section.
- The final report includes evaluation of the grant. This evaluation will include the accepted evaluation plan components from the application. The Final Report should include any evaluation report completed for the project. Data tables, sample surveys and other related evaluation tools should be placed in an appendix.
- A discussion assessing the attainment of the goals and objectives should be included.
- Final reports should include the same type of *Participant Roster* and *Participant Contact Hours by School Level* requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).
- The final report includes a *Budget Summary* worksheet (see Appendix J) and a *Budget Narrative*.
- The final report will include a summary of how the 50% rule was followed.

§5D) Final Financial Reports

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

§5E) Final Narrative Reports

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

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

The narrative report should also detail participant data, reflecting the total number of participants. In addition to the information contained in the roster/table mentioned in §5B and §5C, the report should include if applicable, the number of teachers who moved from

uncertified to certified or “not highly qualified” to “highly qualified” and the number who passed Praxis I and/or Praxis II exams.

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

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

- What schools were served?
- Were any of these schools low-performing? Are they still low-performing?
- What LEAs were served? Which LEAs were “high need”?
- Measures of student achievement where available

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

§6. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

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

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

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

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

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Higher Education Commission under the auspices of the U.S. Department of Education Teacher and Principal Training and Recruiting Fund Partnership Grant Program.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Higher Education Commission, Director, Office of Grants, clearly labeled with appropriate identifying information.

§7. COPYRIGHTS

Unless otherwise provided by the terms of the grant, when copyrightable material is developed in the course of or under the Teacher and Principal Training and Recruiting Fund Partnership Program grant, the grant recipient is free to copyright the materials or permit others to do so. If any copyrightable materials are developed in the course of or under this grant program, the Commission and the U.S. Department of Education shall have a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use and to authorize others to use, the work for state or federal government purposes.

§8. FEDERAL REGULATIONS

Non-Discrimination Statutes and Regulations

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

Other Federal Regulations

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

Summary Timetable

June 23, 2009	RFA for Improving Teacher Quality State Grants issued
July 22 & August 5, 2009	Technical Assistance 10:00 a.m. – 2:00 p.m., lunch provided The Charles I. Ecker Business Training Center (Gateway Business and Technology Training Center) (410) 313 6340
RSVP deadline:	July 20 & August 3, 2009 respectively
RSVP by e-mail to	lberat@mhec.state.md.us
For directions, see	
	http://coned.howardcc.edu/business_and_workforce_development/meeting_facilities/gateway.html

Wednesday, September 23, 2009 Applications due by 4:00 p.m. at MHEC

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

October 26, 2009	Notification of grant awards made and initial grant payment requests submitted to Comptroller's Office; projects may begin implementation.
July 26, 2010	Interim reports due
Approx. August 13, 2010	Grant payments made after interim report accepted
April 30, 2011	Grant projects end
July 31, 2011	Final reports, certified expenditure report and unexpended funds due for grant projects

This RFA and relevant forms are available at www.mhec.state.md.us/Grants/ITQ/itq.asp

APPENDIX 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); 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.

HIGH NEED LEAs FY 2010 Improving Teacher Quality Grant Program

District Name	10,000+ Children from Families in Poverty	20% of Children are from Families in Poverty	3% or more Provisional / Conditional Teachers	% Out-of- field Teachers ¹
ALLEGANY COUNTY PUBLIC SCHOOLS				
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS			X	
BALTIMORE CITY PUBLIC SCHOOL SYSTEM	X	X	X	
BALTIMORE COUNTY PUBLIC SCHOOLS	X		X	
CALVERT COUNTY PUBLIC SCHOOLS			X	
CAROLINE COUNTY PUBLIC SCHOOLS			X	
CARROLL COUNTY PUBLIC SCHOOLS			X	
CECIL COUNTY PUBLIC SCHOOLS			X	
CHARLES COUNTY PUBLIC SCHOOLS			X	
DORCHESTER COUNTY PUBLIC SCHOOLS			X	
FREDERICK COUNTY PUBLIC SCHOOLS			X	
GARRETT COUNTY PUBLIC SCHOOLS				
HARFORD COUNTY PUBLIC SCHOOLS			X	
HOWARD COUNTY PUBLIC SCHOOLS			X	
KENT COUNTY PUBLIC SCHOOLS			X	
MONTGOMERY COUNTY PUBLIC SCHOOLS				
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	X		X	
QUEEN ANNES COUNTY PUBLIC SCHOOLS			X	
ST. MARYS COUNTY PUBLIC SCHOOLS			X	
SOMERSET COUNTY PUBLIC SCHOOLS		X	X	
TALBOT COUNTY PUBLIC SCHOOLS				
WASHINGTON COUNTY PUBLIC SCHOOLS				
WICOMICO COUNTY PUBLIC SCHOOLS			X	
WORCESTER COUNTY PUBLIC SCHOOLS				

¹ Data unavailable

² Sources: 2007 Census data estimates retrieved from <http://www.census.gov/cgi-bin/saige/saige.cgi>
Maryland Teacher Staffing Report 2008-2010, MSDE

**Small Area Income & Poverty Estimates
Estimates for Maryland School Districts, 2007**

District Name	Total Population	Relevant Age 5-17	10,000+ Relevant Age 5-17 in Families in Poverty	20% of Children are from Families in Poverty	3+ % Provisional / Conditional Teachers 2007-08
ALLEGANY COUNTY PUBLIC SCHOOLS	72,594	10,181	1,500	15%	1%
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS	512,154	89,886	5,037	6%	4%
BALTIMORE CITY PUBLIC SCHOOL SYSTEM	637,455	108,700	27,171	25%	19%
BALTIMORE COUNTY PUBLIC SCHOOLS	788,994	129,316	10,673	8%	4%
CALVERT COUNTY PUBLIC SCHOOLS	88,223	17,025	885	5%	3%
CAROLINE COUNTY PUBLIC SCHOOLS	32,910	5,738	838	15%	2%
CARROLL COUNTY PUBLIC SCHOOLS	169,220	31,487	1,322	4%	4%
CECIL COUNTY PUBLIC SCHOOLS	99,695	18,210	1,853	10%	5%
CHARLES COUNTY PUBLIC SCHOOLS	140,444	27,739	1,752	6%	7%
DORCHESTER COUNTY PUBLIC SCHOOLS	31,846	4,983	899	18%	8%
FREDERICK COUNTY PUBLIC SCHOOLS	224,705	42,594	2,276	5%	3%
GARRETT COUNTY PUBLIC SCHOOLS	29,627	4,977	812	16%	1%
HARFORD COUNTY PUBLIC SCHOOLS	239,993	45,455	2,525	6%	3%
HOWARD COUNTY PUBLIC SCHOOLS	273,669	52,535	2,066	4%	4%
KENT COUNTY PUBLIC SCHOOLS	19,987	2,780	383	14%	4%
MONTGOMERY COUNTY PUBLIC SCHOOLS	930,813	160,378	8,610	5%	2%
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	828,770	148,216	14,277	10%	11%
QUEEN ANNES COUNTY PUBLIC SCHOOLS	46,571	8,188	545	7%	10%
ST. MARYS COUNTY PUBLIC SCHOOLS	100,378	18,732	1,541	8%	2%
SOMERSET COUNTY PUBLIC SCHOOLS	26,016	3,319	842	25%	7%
TALBOT COUNTY PUBLIC SCHOOLS	36,193	5,273	551	10%	2%
WASHINGTON COUNTY PUBLIC SCHOOLS	145,113	23,852	2,657	11%	3%
WICOMICO COUNTY PUBLIC SCHOOLS	93,600	15,540	2,541	16%	4%
WORCESTER COUNTY PUBLIC SCHOOLS	49,374	6,948	1,045	15%	1%

Data Sources: 2007 Census data estimates retrieved from <http://www.census.gov/cgi-bin/saige/saige.cgi>
Maryland Teacher Staffing Report 2008-2010, MSDE

APPENDIX B

MARYLAND STANDARDS

MARYLAND STANDARDS

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:

Professional Development Standards (see also next page)

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

Maryland Professional Development Planning Guide (see also Appendix E)

<http://prodev.marylandpublicschools.org/index.asp>

Instructional Leadership

<http://www.marylandpublicschools.org/MSDE/divisions/leadership>

Teacher Certification

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

Professional Development School Standards

http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Professional_Development.htm

Teacher Technology Standards

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

Voluntary State Curriculum

<http://www.marylandpublicschools.org/MSDE/curriculum>

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

<http://www.mdk12.org/searchresults.html?cx=001108966000364327580%3Ajgm4dtsfxhi&cof=FORID%3A11&q=core+learning+goals#915>

Data and Using Data to Improve Student Achievement

<http://www.mdk12.org/data/index.html>

Assessment and Adequate Yearly Progress

<http://www.marylandpublicschools.org/MSDE/testing/msa/>

Maryland Teacher Professional Development Standards

Introduction

Research, insights from practice, and common sense converge around the understanding that skilled teachers have a significant impact on student learning. Helping teachers develop the knowledge and skills they need begins with rigorous teacher training programs. Subsequently, effective professional development helps teachers continue enhancing their knowledge and skills throughout their careers.

Maryland's Teacher Professional Development Standards are intended to guide efforts to improve professional development for all teachers. These standards call on teachers, principals and other school leaders, district leaders and staff, the Maryland State Department of Education, institutions of higher education, and cultural institutions and organizations¹ across the state to work together to ensure that professional development is of the highest quality and readily accessible to all teachers. These standards also acknowledge that teacher professional development encompasses a wide variety of learning activities. The list includes, but is certainly not limited to, teacher study groups, coaching and mentoring relationships, teacher networks, participation on school improvement teams and committees that develop curricula and assessments, workshops, and college and university courses.

When fully implemented, these standards and the related indicators can help improve the quality of professional development by:

- Providing a clear vision of high-quality professional development that recognizes local needs, priorities, and resources;
- Guiding planning, designing, implementing, and evaluating high-quality professional development, including both professional development programs and an entire professional development agenda;
- Supporting alignment of professional development with goals for improving student learning and state, district, and school policies and priorities;
- Informing allocation of resources for professional development; and
- Defining accountability for ensuring that professional development is of the highest quality and readily accessible to all teachers.

Context for High-Quality Teacher Professional Development in Maryland

The Maryland Teacher Professional Development Standards are derived from the National Staff Development Council's (NSDC) Standards for Staff Development.² Like the NSDC standards, the Maryland Teacher Professional Development Standards rest on several fundamental assumptions about contextual factors that are critical to ensuring that professional development is effective.

- **Professional development is most effective when it takes place in vibrant professional learning communities.** These learning communities take various forms, but they all value ongoing learning by teachers and students. They encourage individual and collaborative experimentation, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there are strong leaders.** These leaders recognize the value of high-quality professional development, encourage and facilitate teacher participation, and communicate about the benefits of professional development to key stakeholders (e.g., parents, school boards, county commissioners). Ideally, leadership for professional development is distributed among teachers, principals and other administrators, district staff, MSDE, institutions of higher education, and various cultural organizations. At the same time, no single formula defines the appropriate distribution of leadership.
- **Professional development is most effective when there are adequate resources.** Resources include money, people, and time. Just as leadership should be distributed, resources (people and money) can come from a variety of sources, with no single organization or stakeholder group expected to shoulder the whole burden.

Careful analysis of how time is used in school schedules, district calendars, negotiated agreements, and other policy documents can lead to more time for teacher learning. All of these resources will be used most effectively when allocations are coordinated and when there is careful assessment of the returns on investments in professional development. As with leadership, no single formula defines the adequacy of resources. Instead, resources are adequate when they ensure that all teachers can study, practice, and implement the knowledge and skills necessary to be effective with their students.

The Maryland Teacher Professional Development Standards rest on a fourth assumption which is consistent with the NSDC definition of effective professional development.

• **Professional development is most effective when there is consensus around clear expectations for what teachers should know and be able to do to help all students learn.** These expectations are shared among all stakeholders and district and school leaders work to build understanding and consensus around them. The expectations are reflected in negotiated agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

In the end, the formula for effectiveness is simple: When these four elements are in place, professional development can be highly effective. When they are missing or underdeveloped, professional development will not be effective and will have limited impact on teaching and learning.

Standards and Indicators Define High-Quality Professional Development

Content Standards

I. Content knowledge and quality teaching - Effective professional development deepens all teachers' content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress.

Indicators:

- 1a. Professional development includes learning experiences and resources to ensure that teachers understand how the subject(s) they teach addresses the Maryland content standards and the relationships between the subjects they teach and other subjects in the curriculum.
- 1b. Professional development provides opportunities for teachers to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to help all of their students master Maryland content standards.
- 1c. Professional development provides ongoing opportunities for teachers to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to (1) understand and report on student mastery of Maryland content standards, (2) identify gaps in student learning, and (3) adjust instruction.

II. Research-based - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making.

Indicators:

- 2a. Professional development includes ongoing opportunities for teachers to read and reflect on current research on topics of interest to them and consistent with state and local school improvement priorities.

¹ Cultural institutions include libraries, museums, and similar kinds of organizations.

² The NSDC standards were developed in 1995 and revised in 2001. The Maryland Teacher Professional Development Standards are derived from the 2001 version of the NSDC standards.

- 2b. Professional development may involve two-way interactions with researchers to discuss research design, data collection, analysis, and reporting to assist teachers in understanding what works, particularly in areas where there may be competing perspectives and conclusions.
- 2c. Professional development involves individual teachers or teams of teachers, often in collaboration with researchers, in action research to test their own hypotheses and to report the results about professional development program impact or the effectiveness of particular instructional strategies and programs for teachers and students.

III. Collaboration - Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction.

Indicators:

- 3a. Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.
- 3b. Professional development emphasizes constructive management of conflict and fosters understanding that disagreement and conflict are potentially beneficial elements of professional discourse.
- 3c. Professional development relies on communication technologies to broaden the scope of collaboration.

IV. Diverse learning needs - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students.

Indicators:

- 4a. Professional development focuses on developing teachers' understanding of and disposition to acknowledge the diversity of student learning styles and needs.
- 4b. Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.
- 4c. Professional development fosters teachers' respect for all students and guides teachers in setting and maintaining high expectations for all students to demonstrate proficiency on Maryland content standards.

V. Student learning environments - Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students.

Indicators:

- 5a. Professional development fosters a safe, inclusive, equitable learning community where teachers, administrators, and students participate in maintaining a climate of caring and respect.
- 5b. Professional development provides opportunities for teachers to develop and practice student ownership of management routines and practice creative solutions to conflicts.
- 5c. Professional development provides opportunities for teachers to use data on student behavior, such as discipline referrals, suspension information and school climate surveys to analyze and refine practices that promote optimal learning environments.

VI. Family involvement - Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active partners in their children's education.

Indicators:

- 6a. Professional development provides opportunities for teachers to develop and demonstrate oral and written communication skills to build partnerships with parents and community members and to communicate expectations for student mastery of Maryland content standards and success on approved national, state, and local assessments.
- 6b. Professional development fosters teachers' understanding and respect for varying cultural backgrounds of students, families, and the community and how the diversity and richness of these cultural backgrounds can serve as foundations for student learning.
- 6c. Professional development includes opportunities for teachers to master the use of technology to strengthen partnerships with families and the community.

Process Standards

VII. Data-driven - Effective teacher professional development relies on rigorous analysis of data.

Indicators:

- 7a. Individuals who plan professional development have ready access to high-quality student data from various sources that are organized in user-friendly formats.
- 7b. Individuals who plan professional development have the knowledge and skills necessary to use disaggregated student data (by race, gender, English language learners, special education, and eligibility for free or reduced price meals) for planning, implementation, and evaluation of professional development and instructional programs.
- 7c. School and district schedules set aside time for teachers and others to examine student data as the starting point for planning professional development.
- 7d. Individuals who plan professional development carefully analyze a variety of disaggregated student data to identify gaps between student learning and standards for proficiency to inform the choice of the content of professional development.
- 7e. As appropriate to school and district needs, data analysis focuses on results from approved national, state, and local assessments, student work samples and portfolios, and behavioral indicators, such as attendance and disciplinary referrals.

VIII. Evaluation - Rigorous evaluations assess the impact of professional development on teaching and student learning.

Indicators:

- 8a. Individuals who plan professional development ensure that plans include adequate resources for an objective evaluation and for reporting and disseminating the results.
- 8b. Individuals who plan professional development (1) identify the kinds of evidence about teaching and student learning that will be collected and used as indicators of the success of professional development, and (2) consistent with progress benchmarks and goals, determine how and when the data will be collected and reported.
- 8c. Evaluation should also assess the impact of professional development on school culture and organization to support school improvement efforts.
- 8d. Sponsors of professional development communicate the results of evaluations to key stakeholder groups, including teachers, school and district leaders, central office staff, providers, policymakers, and parents, in a timely fashion.

IX. Design and teacher learning - Effective professional development content and process reflect best practices in workplace learning and in-depth understanding of how and why adults learn.

Indicators:

- 9a. Professional development matches learning experiences, including the intensity and duration, with individual teacher needs, current knowledge and skills, and learning goals.
- 9b. Professional development combines a variety of learning experiences, including, but not limited to, individual study, demonstrations, observation, practice, feedback, and reflection as well as opportunities for collaboration and problem solving among colleagues.
- 9c. Professional development provides extensive follow-up, including, but not limited to, classroom demonstrations, feedback on mastery of new knowledge, feedback on demonstration of new skills, peer coaching and mentoring, and opportunities for additional study.
- 9d. Professional development relies on information technologies to provide more extensive and diverse content, and it also relies on communication technologies to expand access and participation and to create virtual professional learning communities.
- 9e. Professional development recognizes and draws on the knowledge, skills, and dispositions of successful teachers by including them as leaders, facilitators, and resources in professional learning opportunities.

APPENDIX C
NATIONAL STANDARDS

NATIONAL STANDARDS

National Board for Professional Teaching Standards

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

Arts

MENC [Music Educators National Conference]: The National Association for Music Education

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

<http://www.reading.org/General/Default.aspx>

Foreign Languages

American Council on the Teaching of Foreign Languages (ACTFL)

Six Executive Plaza

Yonkers, NY 10701-6801

(914) 963-8830

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

Geography

National Council for Geographic Education

1145 17th Street, N.W.

Washington, DC 20036-4688

(202) 775-7832

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

History

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

Mathematics

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, VA 20191
<http://www.nctm.org/standards/>

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 Association 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
3501 Newark Street, N.W.
Washington, DC 20016-3167
(2120) 966-7840 x116
<http://www.socialstudies.org/>

Technology

For Students: <http://cnets.iste.org/> **For Teachers:** <http://cnets.iste.org/teachers/index.shtml>
(PT3)
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/>

APPENDIX 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

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 LEA in Maryland that qualify under this definition.

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) a **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 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 USDE 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 schoolwide and districtwide 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 subclause (iii) except that this subclause 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 applications 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 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

LEA = Local Education Agency (=local school district)

MHEC = Maryland Higher Education Commission

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

RFP = request for applications (sometimes RFA = request for applications)

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

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

APPENDIX E

MARYLAND (MSDE) PROFESSIONAL DEVELOPMENT PLANNING FORM

Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Cover Page

Title of the activity or program:

Beginning and end dates:

Estimated costs (as they appear in the budget included in Section 6 of the plan)

Direct Costs:

In-Kind Costs:

Total Costs:

Budget source of code (for Direct Costs only)

Contact person(s):

Position/Title:

Telephone:

Email:

Fax:

Mailing address:

Members of the planning team (list with contact information):

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all that apply.)

Grade level: PreK-2 Gr. 3-5 Gr. 6-8 Gr. 9-12

Subject area English Math Science
 Social Studies Foreign Language Fine Arts/Humanities
 Special Education English Language Learners
 Health/P.E.
 Career Prep Other

Which of the following are also expected to participate in the professional development?

Principals/other school leaders Resource teachers, mentors, coaches
 Paraprofessionals Other

Will the participants work as members of a group or team?

Yes No

Estimated number of participants:

Estimated number of participant groups or teams:

What strategies will be used to ensure that teachers and others who are the intended participants do, in fact, participate?

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator(s) address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included the plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up, and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		
	Total Costs	

Teacher Professional Development Planning Checklist

1. Need for the professional development

- Careful analysis of student data and identification of student learning needs
- Clear statement of what teachers need to know and be able to do to address the student learning needs
- Description of teacher knowledge and skills necessary to address student learning needs is explicitly grounded in research and/or evidence from successful practice.

2. Participants

- Description of who will participate in the professional development

3. Professional learning outcomes and related indicators which address the need for the activity

- One or more outcomes defined in terms of participants' mastery of new professional knowledge and skills
- Each outcome explicitly addresses the need for the activity and is accompanied by at least one indicator that is measurable and observable
- Expectations for when each of the outcomes (and related indicators) will be achieved
- Clear indication of which school, district, or state goals, objectives, and priorities are addressed by each of the outcomes

4. Learning activities, follow-up, role of principals and other school leaders, and relationship to other professional development

- Description of the professional learning activities and follow up that will ensure that participants achieve the intended outcomes on the projected timeline
- Description of strategies to ensure full participation in all of the professional learning activities
- Clear expectations for how principals and other school leaders support teacher participation
- Description of the links between the professional development and other professional development

5. Evaluation Plan

- Explanation of how *each evaluation question will be addressed* and how the evaluation will *focus on each of the intended outcomes and related indicators*
- Timeline and assignment for conducting the evaluation and reporting the results.

6. Budget

- Budget is complete
- Resources are sufficient to ensure that the professional learning activities, related follow-up, and evaluation will take place as planned

APPENDIX F
APPLICATION FORMS

APPLICATION COVER SHEET

Application to the Maryland Higher Education Commission (MHEC)

IMPROVING TEACHER QUALITY—PHASE 8 MHEC Sub-Grant from CFDA# 84.367

Lead Applicant Institution/Organization: _____

Title of Project: _____

Partnership Members: IHE (division preparing educators): _____

IHE (school of arts & sciences): _____

LEA: _____

Other partnership members: _____

Content Area(s) of Project: _____

Funds Requested: \$ _____ Value of Match Provided (Funds, In-Kind, Grant \$ Teamed):\$ _____

Project Director(s): _____ Campus Telephone: _____

_____ FAX Number: _____

E-mail: _____

Campus Mailing Address: _____

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

e-mail address: _____ Phone number: _____

Finance or Business Office Contact, Name & Title: _____

e-mail address: _____ Phone number: _____

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

Name: _____ Title: _____

Signature: _____

ABSTRACT

Phase 8 (FY 2010) Improving Teacher Quality Grants

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 press releases and other publications describing the grant program.)**

**MHEC Improving Teacher Quality Grants Phase 8
BUDGET REQUEST SUMMARY(Excel)**

Project Title
Lead Institution
Reporting Period xx/xx/xx – yy/yy/yy

	Column 1	Column 2	Column 3
	SOURCE OF FUNDS		
	Title II 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			
B. Fringe Benefits			
C. Travel			
D. Participant Support Costs			
1. Stipends			
2. Tuition			
3. Subsistence			
4. Other (specify)			
Total Participant Costs			
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)			

*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 format for each.

** 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 in column 3 and summarizing the match in the budget narrative.

BUDGET REQUEST SUMMARY (MS Word Table)
Phase 8 (FY 2010) Improving Teacher Quality Grants (MHEC)

Project Title and Lead Institution

Grant Period xx/xx/xx – yy/yy/yy

	SOURCE	OF	FUNDS
	COLUMN 1 TITLE II FUNDS REQUESTED*	COLUMN 2 INSTITUTION'S MATCH OF FUNDS	COLUMN 3 OTHER FUNDS**
A. Salaries & Wages			
Professional Personnel –list each name and title			
1.			
2.			
3.			
Other Personnel (list by job category & note # of each)			
4.			
5.			
Total Salaries and Wages			
B. Fringe Benefits			
C. Travel			
D. Participant Support Costs			
1. Stipends			
2. Tuition			
3. Subsistence			
4. Other (specify)			
Total Participant Costs			
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)			

*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 format for each.

** 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 in column 3 and summarizing the match in the budget narrative.

BUDGET NARRATIVE and JUSTIFICATION

Phase 8 (FY 2010) Improving Teacher Quality (MHEC)

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 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 2008-2009 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

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 \$7,5000.
Match = \$2,500

Other Personnel:

- a. Administrative Assistant (1): Request = $\$1.00/\text{hour} \times 5 \text{ hours/week} \times 78 \text{ weeks} = \$4,680$
(Assistant's time not included as an indirect cost; time is scheduled for grant work)
Column 2: Assistant's fringe benefits contributed as match:
 $5 \text{ hrs/wk} \times 78 \text{ weeks} \times 33\% \text{ benefits rate} \times \$12/\text{hr.} = \$1,544.40$

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 = $\$29/\text{hr} \times 2 \text{ hrs/wk} \times 26 \text{ wks} = \$1,404$

B. Fringe Benefits

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

C. Travel

Travel for project director to three cooperating LEAs for outreach and recruitment. Request = $\$0.40 \text{ cents per mile} \times 10 \text{ trips} \times 60 \text{ miles/trip} = \240

D. Participant Support Costs

1. Stipends:

50 in-service teacher participants @ \$100/day for 10-day summer seminar

Request = $\$50 \times 10 \text{ days} \times 50 \text{ participants} = \$25,000$

LEA Match = $\$50 \times 10 \text{ days} \times 50 \text{ participants} = \$25,000$

2. Tuition:

The LEA partner will pay tuition reimbursement costs for each participant

Column 3, Other funds = $\$193/\text{credit} \times 6 \text{ credits} \times 60 \text{ participants} = \$69,480$

E. Other Costs

Other: Snacks for 6 Saturday workshops

Request = $\$4/\text{participant/day} \times 6 \text{ days} \times 40 \text{ participants} = \960

**50% RULE
BUDGET REQUEST**

Improving Teacher Quality FY 2010 (Phase 8)—Special Rule Breakdown of Benefits

Project Title and Lead Institution _____ **Grant Date** xx/xx/xx-yy/yy/yy

Applicant Project Director: _____ **Total Budget:** \$ _____

Every application 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 application must be explicit in its demonstration that no partner receives more than 50% benefit. It is recommended that applications have no one partner very close to 50 percent.

Partner	Budget Item Benefiting Partner	Dollar Value	% Benefit	How the Item Benefits the Partner

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 application, 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 application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application 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 Phase 6 RFA.)
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 application 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 application. 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 application and submitted for applicant approval prior to the formal awarding of the grant.
8. It will expend funds to supplement and not supplant non-federal funds.
9. It will participate in any statewide needs assessment or evaluation as required by P.L. 107-110.

Institution

Signature of Authorized Institutional Authority

Name and Title, Printed

Date

CERTIFICATION REGARDING LOBBYING

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

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

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

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

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients 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	PR/AWARD NUMBER AND / OR PROJECT NAME
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 application.
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 application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
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 276a-7), 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. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
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, AAudits 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

_____ and the participating partners in
(Name of institution submitting application)

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 application. 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.
- 6.

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.
- 6.

Name & Title (print): _____

Signature: _____ Date: _____

Page 2
Cooperative Planning Agreement

(3) High-need LEA: _____

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name & Title (print): _____

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.)

**Maryland Higher Education Commission
Improving Teacher Quality (ITQ)
Phase 8 (FY 2010)**

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 Paraeducators (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

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. See page 18 or more information about this table.

APPENDIX G

GUIDANCE ON SECTION 427 of GENERAL EDUCATION PROVISIONS ACT (GEPA)

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 APPLICATIONS 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 applications 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 application 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

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.

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 application.

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 application, 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 application 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.

APPENDIX H
INTERIM REPORT FORM

MHEC Improving Teacher Quality Grants (Phase 8, FY 2010) Interim Report

Grant # and Project Title #: 10-8XX	
Submitted By:	Reporting Period:

Please attach additional sheets for your responses. Address all questions and add any other information you think pertinent. This form is available online in MS Word format at <http://www.mhec.state.md.us/grants/ITQ/ITQ.asp>. The budget form is available in Excel and Word formats.

1. Refer to your accepted application. List the project goals and objectives and any other related milestones indicated in your initial application. 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 spend 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 2: Participant Contact Hours by School Level (Required)
Grant Number and Project Title
Reporting Period xx/xx/xx – yy/yy/yy**

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

Interim Report Table 3: Participant Activities
Grant Number and Grant Project Title
Reporting Period xx/xx/xx – yy/yy/yy

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 relevant documentation.
3. Include a roster of participants. Indicate where each teacher works and where each is in terms of the participant table categories.
4. 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 Interim Budget Summary Report (Excel)
Grant Number and Project Title
Reporting Period xx/xx/xx – yy/yy/yy

Category	Budgeted Grant Expenditures	Estimated Grant Expenditures thus Far	Estimated Funds Remaining in Grant	Estimated Match Provided to Date
A. Salaries & Wages				
Professional Personnel				
List each by title				
1				
2				
3				
4				
Other Personnel (list by job category)				
6				
7				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Participant Support Costs				
1. Stipends				
2. Tuition				
3. Subsistence				
4. Other (specify)				
Total Participant Costs				
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				
H. Total (F & G)				

Note: BUDGETED GRANT EXPENDITURES is the approved budget.

MHEC Improving Teacher Quality Interim Budget Summary Report (MSWord doc)
Grant Number and Project Title
Reporting Period xx/xx/xx – yy/yy/yy

Category	Budgeted Grant Expenditures	Estimated Grant Expenditures thus Far	Estimated Funds Remaining in Grant	Estimated Match Provided to Date
A. Salaries & Wages Professional Personnel List each by title				
1.				
2.				
3.				
4.				
Other Personnel (list by job category)				
6.				
7.				
Total Salaries and Wages				
B. Fringe Benefits				
C. Travel				
D. Participant Support Costs				
1. Stipends				
2. Tuition				
3. Subsistence				
4. Other (specify)				
Total Participant Costs				
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				
H. Total (F & G)				

“BUDGETED GRANT EXPENDITURES” is the approved budget.

APPENDIX I

Sample Participant Sign-In Form

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

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

Grant Number and Project Name _____

Lead Institution _____

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

Grade Level Taught:

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

Experience Level:

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

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

APPENDIX J

FINAL REPORT FORMS (3)

(1) Participant Contact Hours by School Level, Chart: See Application Forms in Appendix F

(2) Participant Contact Information: See Sample Form in Appendix I

Budget Form: See Next Page

MHEC Improving Teacher Quality Grants Phase 8
FINAL BUDGET SUMMARY REPORT (Excel)
Grant Number and Project Title
Lead Institution
Reporting Period xx/xx/xx – yy/yy/yy

	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						
B. Fringe Benefits						
C. Travel						
D. Participant Support Costs						
1. Stipends						
2. Tuition						
3. Subsistence						
4. Other (specify)						
Total Participant Costs						
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 the totals for appropriate categories here in

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, should any unexpended funds re

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____

MHEC Improving Teacher Quality Grants Phase 8
FINAL Budget Summary Report (MSWord doc)
Grant Number and Project Title
Reporting Period xx/xx/xx – yy/yy/yy

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
A. Salaries & Wages Professional Personnel List each by name and title	TITLE II FUNDS BUDGETED	TITLE II FUNDS SPENT	INSTITUTION'S MATCH BUDGETED	INSTITUTION'S MATCH	OTHER MATCH*	FUNDS REMAINING**
1.						
2.						
3.						
Other Personnel (list by job category & note # of each)						
6.						
7.						
Total Salaries and Wages						
B. Fringe Benefits						
C. Travel						
D. Participant Support Costs						
1. Stipends						
2. Tuition						
3. Subsistence						
4. Other (specify)						
Total Participant Costs						
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)						

* 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 the totals for appropriate categories here in column 3 and summarizing the match in the budget narrative. **It is expected that funds will not be left at the project's end. Project directors should work with their finance offices to ensure that funds are used for their intended purposes.

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____

APPENDIX K

Sample Abstracts Previous Projects

Application Abstracts from sample projects funded by MHEC ITQ Grants

Note: some former grant program were 36 months in length, while others were 18 months long

**Salisbury University,
Eastern Shore Partnership for Real-World Information Technology in Science Using Science
Visualization
Project Director: Edward Robeck**

The Eastern Shore Partnership for Real-World Information Technology in Science is a collaborative project between Salisbury University, the three Lower Eastern Shore Local Education Agencies – Somerset, Wicomico and Worcester Counties – and local businesses and agencies. In the proposed project the partnership will focus on a specific form of information technology; namely science visualization (SVs). SVs have become an indispensable tool in STEM research and professions in that they allow STEM workers to visualize complex phenomena. SVs include still images, animations and simulations developed with techniques ranging from digital photographs to complex data-driven supercomputing products. Just as SVs help clarify phenomena in STEM work, they can help students comprehend complex science concepts. In this project, the partners (including 22 teachers) will explore the potential of SVs to enhance inquiry-based science instruction and their use in problem solving (e.g., understanding the inner workings of the human body, modeling large storms, and making automobiles safer.) In the ESPRIT Science SV Project, the partnership will also expand to include the Peninsula Regional Medical Center, the Eastern Shore Regional GIS Cooperative, and K & L Microwave. The work of these partners includes the use of SVs and will help provide real-world applications of SVs related to content in the Maryland Voluntary State Curriculum. This project will provide high-quality professional development regarding how an important information technology tool – science visualizations – can be used in innovative inquiry-based science instruction and in ways that support student achievement while highlighting important aspects of STEM research and careers.

**Community College of Baltimore County
Elementary Summer Math & Technology Institute (ESMTI)
Project Director: Linda Grongberg-Quinn**

Three cohorts of twenty Baltimore County Public Schools (BCPS) teachers recruited from low-performing schools will participate in turn in a two-week institute over three summers involving innovative “hands-on” math techniques and technology to increase student success as demonstrated on the Maryland State assessment. This will be followed by progressive enrichment activities, with earlier cohort members mentoring later members.

Faculty members from the Community College of Baltimore County (CCBC) and the College of Notre Dame in Maryland will conduct workshops designed to strengthen math teachers’ content mastery (in algebra, geometry, statistics, probability, number relationships, and computation), pedagogy, and classroom management skills toward the ultimate goal of improving student achievement.

CCBC faculty will use Kidspiration, Inspiration, Kid Pix, and other software with the BCPS teachers to provide resources to improve visual learning, build graphic organizers, improve comprehension, problem solving, and critical thinking skills of their students.

Workshops led by Notre Dame faculty members will feature a variety of technology techniques, including the ePortfolio, to assist with classroom management strategies. BCPS teachers will work individually or collaboratively to begin to gather artifacts for the ePortfolio, which will be used in follow-up sessions and a culminating mini-conference. This conference will include round tables and poster presentations in which ESMTI participants can share model lessons and math units that will include information from the summer institute. The final products will also be placed on education websites and public television featuring education resources.

University of Maryland, College Park

ITQ: Preparing Literacy Coaches for Low Achieving Middle and High Schools

Project Directors: Wayne H. Slater & Linda Coleman

In meetings with Baltimore City Public Schools (City Schools) and University of Maryland (UM) professionals, we agreed that a Phase 4 literacy coach initiative would be appropriate for City Schools to address persistent literacy deficiencies across subject matter areas in their lowest performing middle and high schools. Beginning in 2006, Phase 1-3 literacy coach initiatives have been successfully implemented in Montgomery County and Prince George's County Public Schools. We intend to construct the proposed City Schools initiative using the design and expertise found in these established programs. The University System of Maryland/Maryland Higher Education Commission (MHEC) approved Post-Baccalaureate Certificate in Literacy Coaching is an eighteen-graduate-credit program designed to provide advanced preparation in literacy instruction (reading and writing) grounded in theory-driven, research-based best practice. The City Schools first cohort of twenty highly qualified middle and high school teachers will be recruited to serve as literacy coaches in their lowest performing secondary schools. Released from their regular assignments, these coaches will provide leadership and work collaboratively across subject matter areas with individual and small groups of teachers, subject matter departments, school faculties, and administrators to ensure the delivery of research-based best practice in reading and writing to assist low performing schools meet struggling pupils' literacy needs, their success on Maryland State Assessments, and schools' adequate yearly progress goals. We will use formative and summative assessments to evaluate the efficacy of this proposed initiative and pupil assessment data compared to baseline to determine literacy coach impact on pupil achievement.

Frostburg University

ITQ/Training Opportunities in Physics & Physical Science

Project Director: Francis Tam

The ITQ/TOPPS Project at Frostburg State University (FSU) is designed to provide high quality professional development opportunities for high school and middle school science teachers across the state to gain Physics content area knowledge, develop their teaching strategies, integrate instructional technology and attain the "Highly Qualified" status. The ultimate goals are to enhance classroom teaching and learning effectiveness, and improve student achievement in Physics and Physical Science.

This inquiry-based and active-oriented Physical Science professional development project is research-based, hands-on, and mind-on. It is modeled after the nationally-proven successful program of the Physics Resource Teaching Agents (PTRA) developed by the American Association of Physics Teachers (AAPT) PTRA Project. A unique feature of TOPPS is mentoring and tutoring by FSU Physics and educational professionals, as well as PTRAs trained by AAPT. The TOPPS project will support a cohort of 20-24 Teacher Scholars for a sustained professional development of three years, using the curriculum developed by AAPT. Instruction will be given in a six-day residential intensive workshop at Frostburg State University, including evening educational and mentoring activities. There will also be two weekend “follow-up” meetings per year so participants can share experiences in the implementation of workshop activities, content and concepts in the participants’ classrooms.

The Teacher Scholars will be able to earn up to nine graduate credits in this three-year grant program. The grant will cover either tuition and fees or a stipend, in addition to room, board and travel. With its content-rich subject of Physics, the TOPPS Project will help the teacher Scholars to gain content knowledge and science process skills to meet the NCLB “Highly Qualified” status by passing the required PRAXIS Tests or completing the graduate course work.

Johns Hopkins University
Mathematics & Science Teacher-Leaders Institute
Project Directors: Francine Johnson and Anila Asghar

This project proposes to establish a program of professional development for K-8 teachers in mathematics and science content, to improve student learning and achievement in the classroom. The content delivery will be linked to challenging national and state standards for students. This collaborative effort will draw on the expertise of the faculty of the Johns Hopkins University (JHU) Graduate Division of Education, the JHU Krieger School of Arts and Sciences, the JHU Whiting School of Engineering, and Baltimore City Public Schools.

The three-year project will target teams of three to four teachers from K-8 schools in Baltimore City (a cohort of 18 teachers for mathematics and 18 teachers for science). Through the delivery of high-quality instruction in mathematics and science, team taught by Arts and Science or Engineering and Graduate Education faculty, these teachers will be able to serve as Mathematics Teacher-Leaders or Science Teacher Leaders in their respective schools. The project takes a content-applications approach to providing a school team with enhanced understanding of mathematics and science content that will enable them to be mathematics or science teacher leaders. They will initiate, implement, and strongly support the mathematics and science professional development of colleagues, and help to institutionalize effective mathematics and science learning and teaching for all within their school and their district. In order to prepare the participants as teacher-leaders, we will also address the requisite knowledge, tools and methodologies related to supporting the professional development of adults.

Morgan State University

Pathway to Highly Qualified (PHQ) Mathematics Teachers: A Collaborative Partnership Between Baltimore County Public Schools (BCPS) and Morgan State University

Project Directors: Anasuya Swamy and Kevin A. Peters

In an effort to increase the teacher quality of secondary mathematics teachers in the Baltimore County Public Schools (BCPS), Morgan State University's Center for Excellence in Mathematics and Science Education (CEMSE) and Morgan's Professional Development School (PDS) Program, and BCPS propose a collaborative partnership that will assist secondary teachers to achieve "highly qualified status" as outlined in "No Child Left Behind" (NCLB). The purpose of the partnership is to develop a professional development track that will lead to the full certification of 30 secondary mathematics teachers. The pool of 30 teachers will work at 13 targeted schools within BCPS.

The goals of the project include:

- Providing collaborative (BCPS, CEMSE, and PDS) professional development activities for 30 secondary mathematics teachers;
- Developing a pathway for secondary mathematics teachers that will lead to full certification and highly qualified status; and
- Increasing the number of highly qualified secondary mathematics teachers at 13 targeted low-achieving schools in the BCPS.

The activities to accomplish these goals will include the following:

- Summer Mathematics Institute for teachers during the summer of 2007;
- Collaborative professional development for teachers during 2007 and 2008;
- Graduate and undergraduate level pedagogy courses taught through Morgan State University;
- PRAXIS I and II technical assistance for teachers; and
- Collaborative professional development activities through BCPS, CEMSE and PDS.

An Advisory Committee comprised of key members of Morgan State University and Baltimore County Public Schools' staff worked together to develop this project. Each partner has made a commitment to the success of this program and will play a key role in achieving its goals.

University of Maryland, Baltimore County

2008 & 2009 Teacher Quality in Biology (TQB) Programs at UMBC

Project Director: Lasse Lindahl

The 2008 and 2009 Teacher Quality in Biology (TQB) Programs at UMBC will prepare Maryland high school science teachers to give top quality instruction in modern biology. These inquiry-based instructional programs, which are sponsored by the UMBC College of Natural and Mathematical Sciences with the Department of Biological Sciences and Education, will support two learning communities of up to 20 TQB Teacher Scholars for a total of up to 40 participants for two consecutive sustained professional development programs in molecular and cell biology, genetics, biochemistry, evolutionary theory and laboratory skill development. Each program will include three phases: 1) After-school preparatory sessions with related on-line instruction and discussion; 2) Activity-based, nine-day "Hands-On" Current Biology Summer Lab Course at UMBC, and 3) Concluding Seminar and Poster sessions when participants present and share their final project

lesson plans to pre-service teachers and invited guests. The annual TQB Programs feature approximately 100 contact hours or comprehensive instruction, attendance-based stipends, textbooks, custom manuals, and the opportunity to earn three graduate credits in biology. Campus housing will be available to eligible participants during the summer. In addition to expanding and fortifying the knowledge base of up to 40 participants in the core learning goals for biology, the programs will benefit their current and future students, as well as their colleagues. Action research conducted by participants in their classrooms will help to maximize the effectiveness of the instruction and aid program evaluation. Classroom observations by education coordinators will provide ongoing support and additional follow-up evaluation.

Johns Hopkins University
Developing Curriculum Leaders through Blended Course Delivery
Project Director: Edward Pajak, Professor and Chair

This project represents the second phase of a collaborative effort between Johns Hopkins University and the Baltimore County Schools. The project is intended to improve middle and high school student achievement in the areas of mathematics, science, and reading/literacy, as measured by the Maryland State High School Assessments. In an earlier funding cycle (ITQ Phase 4), four graduate-level courses were successfully developed and offered to middle and high school administrators in Baltimore County that equipped them with the content knowledge and pedagogical skills they need to become effective leaders of curriculum in their schools.

In this new phase, for which funding is requested, course content and learning activities will be posted on-line and delivered by faculty in a combined face-to-face and virtual format. This change to blended delivery is based on feedback from participants, who (1) reported that their schedules sometimes made attending class in real time challenging, but (2) recognized that working and sharing information and ideas with colleagues in the classroom added value to the learning experience by expanding their professional networks and improving group problem-solving skills. This second phase of the project will also be enhanced by providing participants with an opportunity to develop electronic portfolios that document the plans they develop for mobilizing their schools around the purpose of improving student success in terms of the Core Learning Goals.

McDaniel College
Mentoring Young Writers Project
Project Director: Sharon Craig

The Mentoring Young Writers Project is a collaborative professional development program that partners McDaniel College's Education and English Departments with Deer Park and Franklin Elementary Schools in Baltimore County and Sandymount Elementary School in Carroll County. Using a three-phase model, McDaniel College instructors provide intensive, sustained professional development in writing to a cadre of 40 teachers and principals in partner schools. In the initial phase, participants enroll in a research-based graduate course and conduct school-based study groups to support application of course content. During the second phase, course instructors and writing mentors embed onsite support in the classrooms, creating opportunities for demonstration

lessons, team planning, observations, coaching, and consultation. The program culminates with a joint summer institute designed to facilitate dialogue about student data, school writing programs, and continuous professional development.

The Mentoring Young Writers Project goals build on the school system's current writing initiatives with 6+1-Trait Writing and align with national, state, and local standards for English Language Arts. The professional development structure accommodates school-based professional learning communities and promotes active inquiry into writing knowledge, performances, and dispositions from the teachers' and students' perspectives.

Project evaluation components include formal and informal writing measures administered over multiple data collection points. Ongoing analysis of quantitative and qualitative assessments will provide data to (a) monitor program effectiveness, (b) measure student achievement, and (c) improve classroom writing instruction. An integrated study component will allow the project director to study fourth-grade writers' achievement over the implementation period.

University of Maryland, College Park

Enhancing Language Competency for Spanish and French Teachers

Project Director: Perla Blejer

This project is a collaboration between the School of Education, Second Language Education and Culture Program (SLEC) and the College of Arts and Humanities, School of Languages, Literatures, and Cultures (SLLC) at the University of Maryland College Park and Prince George's and Montgomery County Public Schools. The nine-credit graduate-level program lasts 18 months and will improve the language, cultural, and educational competencies of a total of 25 Spanish and French teachers. Such a sustained program will have a significant impact on the participant's classroom practices (Garet et al., 2001; Richards & Farrell, 2005.)

There are three content components: 1) one course in Spanish or French language and culture taught in the target language with content of high interest such as contemporary culture, literature of film; 2) a class in Spanish or French grammar/writing focusing on specific areas intended to enhance grammatical and writing abilities; and 3) an education course emphasizing issues relevant to foreign language (FL) teaching, such as cultural competence, oral language skills, and content-based instruction. A one-day follow-up conference provides participants with a venue to share their final products.

The five goal areas of the American Council on the Teaching of Foreign Languages (ACTFL) Standards will be addressed: Communication, Culture, Connections, Comparisons, and Communities. Technology is integrated into the courses themselves and at least one culture course has a structure blending electronic and face-to-face formats. Several Maryland Teacher Technology Standards are targeted, including Standard I; Standard II; Standard IV; Standard V; and Standard VII.