

**Maine Department of Education Improving Teacher Quality State Grant Program
Final Report (Due September 15, 2006)**

Project Title or Grant #:	
Submitted By:	Reporting Period: July 1, 2006 – Sept. 15, 2006

Please attach additional sheets for your responses. Address all questions and feel free to add any other additional information you think pertinent.

1. Participant Information

Complete the chart. 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.

Type of Participants	Elementary			Middle			High School			Total Participants
	#	Contact Hrs Per Participant	Credits	#	Contact Hrs Per Participant	Credits Earned by # & Type	#	Contact Hrs Per Participant	Credits Earned by # & Type	
Principals										
In-service teachers:										
Out-of- field										
Provisional/ Conditional Certification										
Highly Qualified Teachers:										
Other:										
Pre-service teachers:										
Highly qualified paraprofessionals										
Other:										

**KEY: G = graduate credit hours
U= undergraduate credit hours
C = Continuing education credit**

2. Please provide evidence of work indicated in Rider A.

**RIDER A
SPECIFICATIONS OF WORK TO BE PERFORMED**

Goal I: Increase student achievement in reading and writing, grades 4-12

Indicators	Measures	Deliverables due September 15, 2006
Objective A: Increase % of classes taught by HQ teachers	Assess professional development needs in content areas and pedagogy	SAU portfolios summarizing content literacy work done thus far.
	Develop relevant content courses	
	Develop distance learning capabilities	
	Develop graduate courses, programs to be accessible to LEAs	
	Provide in-school support to teachers	
	Evaluate progress	
Objective B: Increase content literacy skills of teachers, 4-12	Assess current knowledge and skills; Obtain literacy audits for LEAs lacking them	Results of Literacy audits for each LEA.
	Develop Literacy Plan for each LEA	Content Literacy goals for each LEA. Description of types and intensity of services to be offered to each LEA.
	4-12 teachers attend institutes on CL	Performance Report on summer workshops.
	Select, train in-school literacy facilitators	Identify selected facilitators.
	Provide strategies and modeling, including use of technology	
	Establish professional learning communities (PLCs) in each LE	
	Select and train CL coaches to work with teachers and principal	Identify selected coaches.
	Coaches work with teachers in class	
	Develop workshops, courses on CL strategies, live and online	
	Develop collaborative resources	
	Evaluate progress	
Objective C: Increase leadership skills re: content literacy, 4-12	Principals attend regional conference	Performance Report on summer workshops/conferences.
	Coaches observe and train with principals	
	Regional distance conferencing	
	Design and offer courses on CL leadership	
	Kick-off activities in fall re: CL	Schedule of activities.
	Evaluate progress	
Objective D: Student achievement in reading and writing will be greater than predicted by “expected growth model”	Provide strategies and modeling, including use of technology	
	Establish professional learning communities (PLCs) in each LEA	
	Select and train CL coaches to work with teachers and principals	Identify selected coaches.
	Coaches work with teachers in class	
	Evaluate progress	

Goal II: Create model for sustainable, capacity building 4 – 12 content literacy professional development.

Indicators	Measures	Deliverables due September 15, 2006
Objective A: Create collaborative infrastructure	Develop brochure and interactive website, maintain as Project develops	
	Maintain an active network of IHEs, LEAs, education partners and others to carry on the work of the Project	Provide schedule of meetings, minutes.
	Establish CLLC Advisory Council to review, offer feedback on Project goals, objectives, activities, evaluation	Identify Council members. Provide minutes of meetings.
	Evaluate progress	
Objective B: Develop model of shared responsibility	Continually clarify roles of stakeholders/partners	
	Involve RTDC Boards in regional oversight of Project	
	Involve additional LEAs in project	
	Evaluate progress	
Objective C: Develop network of trained personnel, build capacity	Maintain cadre of trained CL coaches; maintain trained literacy facilitators	
	Train LEA staff serve as LEA trainers.	
	Offer distance learning options, ongoing summer institutes	
	Evaluate progress	

3. Please provide an overview of how your project is progressing:
 - (a) Did the project start on time? If not, please discuss why.
 - (b) Has project recruited the projected number of participants? If not, please discuss the difference.
 - (c) Which activity garnered the best response? Please discuss.
 - (d) What are greatest challenges and/or major issues faced by the project?

4. Indicate the areas in which you feel your project has thus far contributed to the participants' teaching skills and strategies, content knowledge, instructional leadership, and/or students' performance during the reporting period.

5. Do you anticipate any difficulties completing all activities on schedule and according to the proposed budget?

6. Is there any assistance you would like from MDOE?

7. Fiscal Report

**Project
Budget Report**

Project Title: Content Literacy Learning Communities

Costs Required for Partner	Year 1 Projected	Actual	Estimated Funds remaining	Estimated Matching funds
1. Salaries and Benefits	22,200			
2. Clerical/Administrative Assistance	10,000			
3. Cost of Tuition	0			
4. Consultants Fees	136,000			
5. Evaluation Consultants	12,000			
6. Teacher Stipends	8,000			
7. Teacher Substitutes	7,480			
8. Participants' Living Costs	0			
9. Travel and Conference Expenses	19,600			
10. Field Trip Expenses	39,200			
11. Supplies and Materials	24,000			
12. Equipment	9,000			
13. Indirect Costs * (if appropriate)	57,496			
TOTAL	344,976			

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