

MINNESOTA OFFICE OF HIGHER EDUCATION
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
(651) 642-0567 or 1-800-657-3866
info@ohe.state.mn.us
www.ohe.state.mn.us

MINNESOTA
OFFICE OF
HIGHER
EDUCATION

reach higher

**SECOND YEAR CONTINUATION AWARD GUIDANCE FOR
2009 GRANTEES UNDER PUBLIC LAW 107-110
TITLE II, PART A
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
NO CHILD LEFT BEHIND ACT OF 2001**

DEADLINE:

**Continuation Request – January 15, 2010 – 4:30 p.m.
(Early submissions are encouraged.)**

PROJECT PERIOD:

Competitive Award – February 15, 2010 – June 30, 2011

**SECOND YEAR CONTINUATION GUIDANCE
IMPROVING TEACHER QUALITY GRANT PROGRAM
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SECOND YEAR CONTINUATION AWARD GUIDANCE FOR 2009 GRANTEES IMPROVING TEACHER QUALITY GRANT PROGRAM

July 2009
Minnesota Office of Higher Education

I. OVERVIEW

The August 2008 ITQP Request for Proposals indicated that:

“With documentation of progress toward meeting first year program objectives, a continuation award may be negotiated.

The second year award would focus on cultivating and developing teacher leaders from first year and/or previous year program participants. Second year activities will enhance the academic year follow-up from year one and be structured around teachers working collaboratively to reflect upon their students’ learning and to explore new ways to improve their teaching.

These activities may be patterned after a lesson study project in which teachers focus on a concept that is challenging to teach or difficult for students to understand. The focus of year two activities must be on improving the effectiveness of the experiences that teachers provide their students.”

To expand on the language from August 2008, the focus of a Second Year Continuation Grant must be on continued work with previous project participants to assure their continued development as exemplary teachers of their students and supporters of school success. The defining characteristics of teacher leaders cover the range of a teacher’s responsibilities. Harrison and Killion (2007) identified ten ways that teachers can contribute to the success of their schools. In the context of their work, ITQP continuation grants must focus on helping teachers develop and display leadership through two designated roles:

- Learner as they model continual improvement and use what they learn to help all students achieve, and
- Instructional Specialist as they help colleagues implement effective teaching strategies.

Other frameworks for supporting and developing teacher leaders may be presented for a second year grant if there is need for focus on other roles that teacher leaders from a funded project must display.

As previously indicated in the ITQP Request for Proposal, the most effective forms of professional development are those that are directly related to teachers’ instructional practice, intensive and sustained, integrated with school reform efforts, and that actively engage teachers in collaborative professional communities. Second year activities may provide participants with more time for collegial planning and learning, lesson study, regularly scheduled collaboration with other teachers on issues of instruction, peer observations or a mentor/coaching program either as a mentor/coach or as a recipient of mentoring/coaching. Again, other activities may be used if they are aligned with participants’ need for continued professional development.

Required Elements for Second Year Program

The description of the second year program must show how project design follow-up on year one activities will:

1. Develop and implement a program that builds capacity in participants for strengthened classroom instruction and classroom evaluation of outcomes of year one program activities. The program must be aligned with district and state efforts to implement Minnesota's academic standards in the project's core academic areas.
2. Continue to effect changes in teacher instructional practices as demonstrated through their use of exemplary instructional models.
3. Explore ways to gather quantitative and qualitative evidence on impact on student learning and present the evidence in meaningful and convincing ways.
4. Strengthen participants' ability to interpret data on student achievement.
5. Effect change in school management and climate to enhance support of intensive and sustained professional development.
6. Develop and implement a plan to evaluate second year activities.

II. SECOND YEAR CONTINUATION GRANT APPLICATION PROCESS

The second year funding process will consist of two steps:

1. Documentation of Progress of First Year Program

Each current project director must:

- a. Verify that at least 75% of funded participants were recruited and participating in program activities.
- b. Verify that approved spring/summer 2009 activities were conducted.
- c. Document that a plan to measure year one project effectiveness was developed and approved.
- d. Submit for approval the year one interim financial and narrative reports.
- e. Document that year one academic year follow-up activities are planned, scheduled, and being successfully conducted.
- f. Verify that any grants awarded by the Office of Higher Education prior to 2008 have been successfully implemented and closed out.

2. Request for Second Year Continuation Award (February 2010-June 30, 2011)

After receipt of approval that year one program progress is sufficiently documented, the current project director must present a program design reflective of the required program elements, including information on:

- a. The role of the required project partners. Descriptions should include how they will participate in or contribute to the project.
- b. The needs of the high need school district serving as the required partner. (See Appendix A.)

- c. The year two program goals, activities to be implemented (implementation plan), location, participant requirements, proposed session dates.
- d. A project design that will continue support for and enhance classroom implementation of the core academic focal area from year one and the Minnesota Academic Standards for the core academic area.

III. FORMAT FOR YEAR TWO CONTINUATION APPLICATION

After receipt of approval that year one program progress is sufficiently documented, the current project directors are required to use the format that follows to present a project reflective of the required program elements. The presentation may be tailored to reflect the style of the author, but the following topics must be identified and addressed in the order shown.

1. Cover Sheet as the first page of the document. Use Appendix B.
2. Program Abstract summarizing the focus, delivery, and outcomes of the proposal. Use Appendix C.
3. Partnership Agreement (if different from 2008 Agreement.) Use Appendix D.
This form must document the role of the required partners. Descriptions should include information on how partners will participate in or contribute to the project. The high need district serving as the required partner is to be clearly indicated.
4. Special 50% Rule Form. Use Appendix E.
5. Statement of Assurances. Use Appendix F.
6. Table of Contents with pagination.
7. Program Narrative not to exceed fifteen (15) numbered, double-spaced pages. Do not double space charts, tables, or graphs. This page limit excludes the documents referenced in numbers 1-6, budget, budget narrative, research-based reference list, vitae, and letters of commitment. Use a 12-point Times Roman font. The program narrative must include the following sections:

Project Summary with evidence that the second year design will continue support for and enhance classroom implementation of the core academic focal area from year one.

Identification of Participant Need for the project.

Plan of Operation to include the program goals and activities to be implemented.

Program Timeline.

Evaluation Plan.

Updated Project Personnel Information (if there is a personnel change from year one).

Budget on required form from Appendix G and a budget narrative that explains the project's cost effectiveness. Refer to pages 7-8 of the 2008 Request for Proposals for information ITQP budget allowances. The grant amount for a second year award will be no larger than the year one grant amount.

8. References Cited. Cite scientifically-based research that supports activities. Give full references for citations in the narrative.
9. Appendices (as required and necessary). These should be clearly labeled, paginated, and identified in the Table of Contents. Do not include the institution's public relations or promotional material.

Note that Grant Administration Regulations for Year Two Continuation Grants are the same as those stated on pages 9-10 of the August 2008 Request for Proposals.

In addition, there are federal regulations that require continued program documentation, and these regulations referenced earlier were:

1. Document a partnership comprised of at a minimum of: (1) an accredited Minnesota private or public institution of higher education (IHE) and the division of the institution that prepares teachers, (2) a school of arts and science within the IHE; and (3) a high need LEA.
2. Assurance that the project partners with and addresses the needs of an identified high need school.
3. Conformance with the program's 50% Rule. Continuation grant applicants must document compliance with the 50 percent 'special rule' for higher education projects. This 'special rule' states that no single participant in an eligible partnership may use more than 50 percent of the grant funds made available to the partnership.

IV. TIMELINE FOR YEAR TWO CONTINUATION AWARDS

July 15, 2009	Guidance for Continuation Awards available.
January 15, 2010	Deadline for receipt of continuation award application. Early submissions are encouraged.
February 1, 2010	Notification of Year Two Continuation Awards.
February 15, 2010- June 30, 2011	Project funding interval. (Funding interval starts with the date of grant contract encumbrance.)

Submit one original of the continuation grant request. Do not place proposals in binders or covers. Hand deliver or mail complete copies of the final proposal to:

Nancy B. Walters, Ph.D., Teacher Quality Program Manager
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Proposals sent by U.S. mail should be sent with sufficient time to be processed and arrive by the deadline; the applicant is responsible for making sure the complete proposal arrives on time. Using a time-sensitive delivery service or hand delivery is recommended.

Note for hand-delivered applications: Directions to the Office of Higher Education can be found at: <http://www.ohe.state.mn.us/mPg.cfm?pageID=1847>.

All proposals must arrive by 4:30 p.m., January 15, 2010.

Any final proposal materials submitted late or by fax or e-mail will not be accepted.

V. REFERENCE CITED

Harrison, C. & Killion, J. (2007). Ten roles for teachers leaders. *Educational Leadership* 65(1). Retrieved July 2, 2009 from http://www.ascd.org/publications/educational_leadership/sept07/vol.

VI. APPENDIX A
MINNESOTA'S HIGH NEED SCHOOL DISTRICTS

MINNESOTA'S HIGH NEED SCHOOL DISTRICTS

Using the Census Bureau's current poverty data (<http://www.census.gov/hhes/www/saipe/district.html>), the following Minnesota school districts are identified as high-need school districts (**February 26, 2008**):

- | | |
|---------------------------|---------------------------------|
| 1. Bagley | 10. Minneapolis |
| 2. Browns Valley | 11. Nett Lake |
| 3. Cass Lake-Bena Schools | 12. Northland Community Schools |
| 4. Deer River | 13. Pine Point |
| 5. Goodridge | 14. Red Lake |
| 6. Hill City | 15. South Koochiching |
| 7. Kelliher | 16. St. Paul |
| 8. Mahnomen | 17. Waubun |
| 9. McGregor | 18. Willow River |

Using the Census Bureau's current (2007) poverty data (<http://www.census.gov/hhes/www/saipe/district.html>), the following Minnesota school districts are identified as high-need school districts (**December 23, 2008**):

- | | |
|--|--------------------------------------|
| 1. Bagley | 15. McGregor |
| 2. <u>Belgrade-Brooten-Elrosa</u> | 16. <u>Menahga</u> |
| 3. <u>Brooklyn Center</u> | 17. <u>Mesabi East</u> |
| 4. Cass Lake-Bena Schools | 18. Minneapolis |
| 5. <u>Chisholm</u> | 19. <u>Mountain Iron-Buhl</u> |
| 6. <u>Climax</u> | 20. Nett Lake |
| 7. Deer River | 21. Northland Community Schools |
| 8. <u>Floodwood</u> | 22. Pine Point |
| 9. Goodridge | 23. Red Lake |
| 10. Hill City | 24. South Koochiching |
| 11. Kelliher | 25. St. Paul |
| 12. <u>LaPort</u> | 26. Waubun |
| 13. <u>Mabel-Canton</u> | 27. Willow River |
| 14. Mahnomen | |

*School Districts that are new to the list are bolded and underlined.

VII. APPENDIX B
PROPOSAL FORM COVER SHEET

Recipient of Prior ITQP Grant: Yes _____ No _____	SUBJECT AREA _____	Please check appropriate category: Preliminary _____ Final _____
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**MINNESOTA OFFICE OF HIGHER EDUCATION
IMPROVING TEACHER QUALITY GRANT
2010 PROGRAM COVER SHEET**

PROJECT TITLE _____

APPLICANT INSTITUTION _____

ADDRESS _____

PROJECT DIRECTOR _____

TELEPHONE NUMBER () _____ Work
() _____ Home or Cellular

FAX NUMBER () _____

E-MAIL ADDRESS _____

BEGINNING DATE _____ ENDING DATE _____

NUMBER OF PARTICIPANTS: _____ Teachers _____ Highly Qualified Paraprofessionals

PROPOSAL FUNDING:
Requested Funds \$ _____
Institution's Contribution \$ _____
Other Funds \$ _____
Total Project Costs \$ _____

AUTHORIZED REPRESENTATIVE INFORMATION (Needed for Final Proposal Only)

To the best of my knowledge and belief, all data in this proposal are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached assurances if the assistance is awarded.

Authorized Representative (*Please type or print name clearly*):

Title: _____

Phone: () _____ Fax: () _____

Signature of Authorized Representative:

_____ Date _____

VIII. APPENDIX C
PROGRAM ABSTRACT

2010 PROGRAM ABSTRACT
Improving Teacher Quality Grant Program

PROJECT TITLE:

INSTITUTION OF HIGHER EDUCATION/NONPROFIT:

TARGET POPULATION:

OBJECTIVES:

PROGRAM DELIVERY METHODS:

ANTICIPATED OUTCOME:

Program Contact Hours _____ Per Participant

Credit Hours _____ _____ _____ _____ _____ _____ Per Participant
 Grad. Qtr. Grad Sem. UG. Qtr. UG. Sem. Other Not Provided

(Use of this form is required. Please limit abstract to one page.)

IX. APPENDIX D

PARTNERSHIP AGREEMENT

(Please complete if there have been changes in the project's partnership since fall 2008.)

MINNESOTA OFFICE OF HIGHER EDUCATION

Improving Teacher Quality Program

PARTNERSHIP AGREEMENT 2010

Describe assessment of need of teachers in the high need district and collaborative development of proposed activities. Indicate meeting dates, places, topics, and outcomes.

The following representatives of Institutions of Higher Education, school districts/nonpublic schools and nonprofit organizations constitute the partnership for proposal submission.

- | | | | |
|----|----------------------------------|-----------|-------|
| 1. | _____ | _____ | _____ |
| | Typed Name, Title, IHE Division | Signature | Date |
| 2. | _____ | _____ | _____ |
| | Typed Name, Title, IHE Division | Signature | Date |
| 3. | _____ | _____ | _____ |
| | Typed Name, Title, High Need LEA | Signature | Date |
| 4. | _____ | _____ | _____ |
| | Typed Name, Title, Organization | Signature | Date |
| 5. | _____ | _____ | _____ |
| | Typed Name, Title, Organization | Signature | Date |

X. APPENDIX E
SPECIAL 50% RULE FORM

**ITQP SPECIAL 50% RULE FORM
FOR STATE AGENCY FOR HIGHER EDUCATION (SAHE) GRANTS**

No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership.

Partnership Funding Form ITQP Grant for 2010-11

Required Partners (See Eligible Grant Applicants section if clarification is needed.)

- | | |
|----------------------------------|----------|
| 1. _____ | \$ _____ |
| IHE teacher preparation division | |
| 2. _____ | \$ _____ |
| IHE school of arts and sciences | |
| 3. _____ | \$ _____ |
| High need LEA | |

Other Partners

- | | |
|----------|----------|
| 1. _____ | \$ _____ |
| 2. _____ | \$ _____ |
| 3. _____ | \$ _____ |
| 4. _____ | \$ _____ |

XI. APPENDIX F
STATEMENT OF ASSURANCES

STATEMENT OF ASSURANCES

Improving Teacher Quality Grant Program

The applicant hereby provides assurances to the State Agency for Higher Education (Minnesota Office of Higher Education) that if a grant is received under the terms of the Improving Teacher Quality Grant Program, it will:

- Keep all records necessary for fiscal and program auditing for a period of five years and give the State Agency for Higher Education, the Federal sponsoring agency, or the State Auditor, through any authorized representatives, access to and the right to examine all records, books, papers, or documents related to the grant;
- Comply with all regulations, policies, and requirements, including Public Law 107-110; Education Department General Administrative Regulations (EDGAR) contained in Volume 34 of the Code of Federal Regulations and Office of Management and Budget Circulars No. A-102, A-110, A-133, and applicable cost principles (Circulars: A-21 Educational Institutions, A-87 Cost Principles for State and Local Governments, and A-122 Nonprofit Organizations) as they relate to the application, acceptance, and use of federal funds for this federally assisted project;
- Comply with Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d), as amended, prohibiting employment discrimination where discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity; comply with Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, as amended, 42 U.S.C. 6101. et. seq.; and the Americans with Disabilities Act of 1973, as amended, 29 U.S.C. 794;
- Certify that the institution sponsoring the grant project provides now, and will continue to provide for the duration of the grant, a drug-free workplace and will otherwise comply with the requirements of the Federal Drug-Free Workplace Act of 1988;
- Target for program recruitment, educators from schools with the greatest need for assistance;
- Ensure equitable participation of personnel from private nonpublic schools to the extent feasible;
- Provide credit on all promotional materials and documents developed in support of the project by the Improving Teacher Quality program as administered by the Office of Higher Education; and
- Provide data on participants and program outcomes as requested by the Office of Higher Education and the U.S. Department of Education by completing all required reports.

Institution: _____

Name (Typed): _____

Title (Typed): _____

Signature: _____

Date: _____

XII. APPENDIX G
BUDGET

IMPROVING TEACHER QUALITY GRANT PROGRAM

Proposal Budget

A narrative explanation for each object must be attached to this form and labeled Budget Narrative.

INSTITUTION						
PROJECT DIRECTOR				REQUESTED TEACHER QUALITY FUNDS	OTHER FUNDS	OHE APPROVED BUDGET
1. PERSONNEL COSTS <i>(Provide details in budget narrative)</i> <i>(List separately with names and titles)</i>	TEACHER QUALITY FUNDED MONTHS					
A. Salaries for Grantee Personnel	ACAD	SUMR	CAL			
TOTAL SALARIES						
B. Grantee Personnel Fringe Benefits <i>(List separately with names and titles)</i>						
	(%)					
	(%)					
	(%)					
	(%)					
TOTAL GRANTEE PERSONNEL COSTS <i>(Add salaries and fringe benefits)</i>						
2. PARTICIPANT COSTS <i>(Provide details in budget narrative)</i>	Per Participant					
A. Tuition*						
B. Fees						
C. Books & Course Material						
D. Room & Board						
E. Teacher Stipend <i>(Restricted to \$150 of ITQ Funds Per 5-day Instructional Week)</i>						
F. Participant Travel <i>(All travel must be within the State of Minnesota)</i>						
G. Other <i>(Identify)</i>						
TOTAL PARTICIPANT COSTS						

*Provide as an appendix the institution's policy on changes to participants for sponsored programs.

Continued on next page . . .

Proposal Budget (Continued)

	REQUESTED TEACHER QUALITY FUNDS	OTHER FUNDS	OHE APPROVED BUDGET
3. TRAVEL <i>(Provide details in budget narrative)</i>			
A. Instructor Travel			
B. Other Staff Travel			
4. CONSUMABLE SUPPLIES & INSTRUCTIONAL MATERIALS <i>(Provide details in budget narrative)</i>			
A.			
B.			
C.			
5. CONTRACTUAL <i>(Consultants, other subcontracts—provide details in budget narrative)</i>			
A.			
B.			
C.			
D.			
6. COMMUNICATIONS <i>(Provide details in budget narrative)</i>			
A.			
B.			
C.			
7. SERVICES <i>(Duplication, publication, etc.—provide details in budget narrative)</i>			
A.			
B.			
C.			
8. OTHER DIRECT COSTS <i>(Specify—provide details in budget narrative)</i>			
A.			
B.			
9. TOTAL DIRECT COSTS <i>(Sum of items 1-8)</i>			
10. TOTAL INDIRECT COSTS <i>(8%)</i>			
11. TOTAL COSTS <i>(Sum of items 9-10)</i>			
12. TOTAL REQUESTED TEACHER QUALITY FUNDS			