

**IMPROVING TEACHER QUALITY STATE GRANTS: TITLE II, PART A**

**STATE AGENCY FOR HIGHER EDUCATION  
MONITORING PROTOCOL**

State: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

SAHE Coordinator: \_\_\_\_\_

SAHE eligible partnerships funding (FY 2008): \_\_\_\_\_

SAHE administration funding (FY 2008): \_\_\_\_\_

Carryover funding from previous years: \_\_\_\_\_

Number of new awards in FY 2007: \_\_\_\_\_

Number of continuations from previous FYs: \_\_\_\_\_

Range of FY 2007 awards: \_\_\_\_\_

Number of new awards in FY 2008: \_\_\_\_\_

Number of continuations from previous FYs: \_\_\_\_\_

Range of FY 2008 awards: \_\_\_\_\_

Duration of Project Grants: \_\_\_\_\_

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

<b>1. The SAHE manages a competition to award grants to carry out appropriate professional development activities. §2132 and §2133</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
<ul style="list-style-type: none"> <li>• The SAHE runs a competition to award subgrants.</li> <li>• The SAHE assures that awards are equitably distributed by geographic area around the State or that all geographical areas are served.</li> </ul>	<ul style="list-style-type: none"> <li>• Most recent RFP.</li> <li>• Any documents used by reviewers in the proposal evaluation process (evaluation rubrics, instructions to reviewers, etc.).</li> <li>• A list of names and affiliations of reviewers used in the most recent competition.</li> <li>• Evidence (map, etc.) showing that grants are equitably distributed by geographic area around the State or that all geographic areas are served.</li> <li>• Timeline for most recent competition (when RFP is released, when proposals were due, when grants were awarded, when projects are expected to be</li> </ul>

	completed, etc.).
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<b>2. The SAHE works in conjunction with the SEA (if the two are separate agencies) in awarding the grants. §2132(a)</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
<p>IN GENERAL- The State agency for higher education for a State that receives a grant under section 2111, <i>working in conjunction with the State educational agency</i> (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.</p>	<p>Documentation that the SAHE works with the SEA in awarding grants.</p> <p>Evidence provided may include, but is not limited to, items such as the following:</p> <ul style="list-style-type: none"> <li>• Grant-making priorities worked out jointly with the SEA</li> <li>• SEA personnel participation in the competition process</li> <li>• Evidence of meetings between the SEA and SAHE to work on the grant program.</li> </ul> <p><b>NOTE: If the SEA and the SAHE are the same agency, documentation for this question need not be provided.</b></p>

<b>3. The SAHE awards grants only to eligible partnerships that include at least an institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need LEA. §2131</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
<p>Each partnership that receives a grant must include one partner from each of the following categories:</p> <ul style="list-style-type: none"> <li>• An institution of higher education and the division of the institution that prepares teachers and principals;</li> <li>• A school of arts and sciences; and</li> <li>• A high-need LEA, defined as an LEA:             <ul style="list-style-type: none"> <li>(A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; <b>or</b></li> <li>(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; <b>and</b></li> <li>(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; <b>or</b></li> <li>(ii) for which there is a high</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Definition of required partnership from official documents related to the program (RFP, guidance to applicants, etc.).</li> <li>• List of LEAs that are currently designated as high need, based on the most current Census Bureau data available. Those data can be found at <a href="http://www.census.gov/hhes/www/saie/district.html">http://www.census.gov/hhes/www/saie/district.html</a>.</li> <li>• SAHE’s definition of a “high percentage” of teachers out-of-field and without certification from the RFP or other official program documents.</li> </ul>

percentage of teachers with emergency, provisional, or temporary certification or licensing.	
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<b>4. The SAHE ensures that each partnership awarded a grant engages in eligible activities. §2134</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
<p>Subgrant funds shall be used for</p> <p>(1) Professional development activities in core academic subjects to ensure that</p> <p style="padding-left: 40px;">(A) teachers and highly qualified paraprofessionals, and principals have subject matter knowledge in academic subjects that the teachers teach; and</p> <p style="padding-left: 40px;">(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and</p> <p>(2) Developing and providing assistance to LEAs and teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that</p> <p style="padding-left: 40px;">(A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;</p> <p style="padding-left: 40px;">(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development to other such individuals within such school; and</p> <p style="padding-left: 40px;">(C) may include activities of partnerships between one or more LEAs agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.</p>	<ul style="list-style-type: none"> <li>• Evidence, such as the RFP or guidance to applicants, indicating the appropriate use of funds.</li> <li>• Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds.</li> </ul>

<b>5. The SAHE has procedures in place to ensure that no partner uses more than 50 percent of the funds in the grant. §2132(c)</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
No single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the subgrant.	Monitoring tools/budget forms used by the SAHE for tracking the disbursement among and use of funds by the partners.

<b>6. The SAHE regularly and systematically monitors grantees for compliance with Federal statutes and regulations, applicable State rules and policies, and the approved subgrantee application, as required by EDGAR §76.770 and §80.40(a)</b>	
<i>Requirement</i>	<i>Evidence/Documentation Required</i>
<p><b>§76.770:</b> Each State shall have procedures for reviewing and approving applications for subgrants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the State has determined are necessary to ensure compliance with applicable statutes and regulations.</p> <p><b>§80.40(a):</b> Grantees are responsible for managing the day-to-day operations of grant and subgrant supported activities. Grantees must monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved.</p>	<ul style="list-style-type: none"> <li>• Monitoring plan</li> <li>• Instruments used for all types/methods (e.g., on-site visits, desk monitoring) of monitoring. Instruments might cover such items as the project’s fidelity to the funded application, the grantee’s ability to carry out the full scope of the project, etc.</li> <li>• Schedules for all types of monitoring (how often is each grantee subject to each type of monitoring?).</li> <li>• Evidence that the coordinator monitors the balance and drawdowns of grantees’ funds.</li> </ul>

7. For **each currently funded project**, complete the grid below (If the SAHE already publishes this information in another format, that format will be acceptable, as long as all of the required information is included):

<b>Name of project</b>	
<b>Brief abstract of project</b>	
<b>Number of teachers/principals/highly qualified paraprofessionals participating in the project</b>	
<b>Funding amount</b>	
<b>Duration of project</b>	
<b>Name of Project Director</b>	
<b>Project Director's contact information</b>	
<b>IHE education school partner</b>	
<b>Role of IHE education school partner in the project</b>	
<b>College of Arts and Sciences partner</b>	
<b>Role of College of Arts and Sciences partner in the project</b>	
<b>High-need LEA partner</b>	
<b>Additional partners (additional LEAs, non-profits, etc.), if any</b>	