



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 20, 2009

MEMORANDUM

TO: Institutions of Higher Education

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: 2009-2010 Title II, Part A(3)
Improving Teacher Quality Competitive Grants Program

For 2009-2010, the Michigan Department of Education is authorized to award approximately \$2.3 million for the Title II, Part A(3) Improving Teacher Quality Competitive Grants Program.

The focus of this request for applications is on the provision of research-based professional learning opportunities to teachers, principals, and paraprofessionals, which will result in increased learning for all students. These grants are available to higher education departments of teacher education in partnership with higher education departments of arts and sciences and high-poverty local education agencies. Please pay special attention to the priorities and funding criteria in the application package.

The purpose of these grants is to support partnerships in the provision of professional learning opportunities needed to achieve the goal of having highly qualified teachers in all classrooms with deep knowledge of the content they are assigned to teach and instructional delivery skills to meet learning needs of all students.

Guidelines and instructions for the 2009-2010 Title II, Part A(3) funding cycle are located under *Professional Dev Grants/2009-2010 Title II, Part A(3), Improving Teacher Quality* at:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.html.

A technical assistance webinar will be provided on Thursday, September 10, 2009, 1:00 p.m. – 4 :00 p.m. in the John A. Hannah Building, 608 W. Allegan Street, Lansing.

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Individuals are welcome to attend the webinar in person OR via internet and telephone connections.

Participation in this session is highly recommended if you are considering applying for these funds, as criteria may need explanation. Please fax the attached form to register. (Note registration deadline.)

Deadline for Submission of Application: **October 16, 2009
Friday, 11:59 p.m.**

Application Available via MEGS: **September 14, 2009**

Estimated Available Funds: **\$ 2.3 million**

Estimated Range of Awards: **Up to \$200,000**

Estimated Number of Awards: **12-14**

Project Period: **Date of official approval is anticipated to be November 2009.
Project period runs from December 2009 through September 2011.**

Budget Period: **Up to 22 months**

Should you have questions regarding this information or other aspects of this grant program, please contact Donna L. Hamilton, Education Consultant, Professional Preparation and Development, at: HamiltonD3@michigan.gov or (517) 241-4546.

MICHIGAN STATE BOARD OF EDUCATION

Criteria for Title II, Part A(3): Improving Teacher Quality Competitive Grants Program

The State Board of Education (SBE) has adopted as its strategic goal, "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students." In addition, the SBE has adopted the following five strategic initiatives and adopted policy recommendations in each area to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the strategic goal and the strategic initiatives.

BACKGROUND/PURPOSE OF GRANT

Competitive

Formula

New

Continuation

The No Child Left Behind (NCLB) Act of 2001 authorizes a teacher and principal professional development competitive grants program defined within Title II, Part A(3), of the legislation. The competitive grants program supports the formation of partnerships between high-need Local Educational Agencies (LEAs), as defined in Section 2101A(3) of the NCLB Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom who has deep knowledge of the content that he/she is assigned to teach. All grant projects must provide a minimum of 90 contact hours of course work or professional development in the content area. The 90 contact hours will meet the highly qualified requirements of teachers as prescribed in *The Michigan Definition for Identifying Highly Qualified Teachers*.

TOTAL FUNDS AVAILABLE

There is approximately \$2.3 million available to fund competitive grant awards to support teacher, principal, and paraprofessional professional development. A portion of these funds (a minimum of \$400,000) will be targeted for projects that involve small or rural schools that meet the high poverty criteria. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of grants from the available funds.

LEGISLATION

President Bush signed the Elementary and Secondary Education Act of 1965 - No Child Left Behind Act of 2001 - into law on January 8, 2002.

The legislation focuses on improving student achievement for all students, especially children in the nation's most disadvantaged schools and communities. Title II, Part A(3), authorizes the Improving Teacher Quality Competitive Grants Program for establishing partnerships between high-need LEAs, colleges or departments of teacher education, and colleges or departments of arts and sciences to provide professional development to teachers, paraprofessionals, and principals.

RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES

The Improving Teacher Quality Competitive Grants Program further assists the SBE with the goal of prioritizing service to low-performing schools. The program addresses the strategic initiatives of ensuring excellent educators because priority is given to applicants that propose partnerships between high-need LEAs and Institutions of Higher Education (IHE).

CRITERIA

Defined in Legislation Defined in Department's Grant Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients (including priority consideration to grants that implement particular recommendations of the SBE's Ensuring Excellent Educators Task Force and its Board-adopted policy recommendations), the Michigan Department of Education (MDE) must make awards of Improving Teacher Quality State Grants Program funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

1. Professional development activities in core academic subjects to ensure that:
 - a. Teachers and highly qualified paraprofessionals (and principals, when appropriate) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning). This will be consistent with Standard 7 of the Professional Standards for Michigan Teachers (PSMT); and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects consistent with the recommendations of the SBE Task Force on Elevating Educational Leadership.
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:

- a. Ensure that participants can use challenging state academic content standards, student academic achievement standards, and state assessments, to improve instructional practices and student academic achievement;
- b. Include intensive programs designed to prepare individuals to provide instruction related to the professional learning described in the preceding paragraph to others in their schools; and
- c. Include activities of partnerships between one or more LEA, one or more of the LEA's schools, and one or more IHE for the purpose of improving teaching and learning at low-performing schools.

Eligibility is limited to partnerships comprised at a minimum of (1) a private or public IHE and the division of the institution that prepares teachers (and principals when appropriate to the project); (2) a school of arts and sciences; and (3) a high-need LEA (see below).

An eligible partnership may also include another LEA, a public charter school, an elementary school or secondary school, an Educational Service Agency (ESA), a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out pre-kindergarten programs, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as one:

1. That serves not fewer than 10,000 children from families with incomes below the poverty line; **OR**
2. For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **AND**
3. 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**
4. For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In accordance with NCLB, absolute priority will be given to those proposals forming partnerships that include high-need LEAs. Furthermore, in recognition of the importance of the SBE's commitment to ensure quality teachers in priority schools, applicants are encouraged to include schools that have not met Adequate Yearly Progress (AYP) due to low performance on the Michigan Merit Exam or the Michigan Educational Assessment Program (MEAP) in mathematics or English language arts or by a subgroup, only as long as these LEAs are also eligible under the federal high-need LEA definition.

REQUIRED PARTICIPATION IN STATEWIDE EVALUATION

Each awardee will allocate five percent (5%) of their award toward a statewide evaluation of the Title II, Part A(3) projects to assess the impact of the professional development on teacher knowledge and skill, classroom practice, and evidence of impact on student achievement.

ELIGIBLE APPLICANTS

All applications for a grant award must be made by Institutions of Higher Education.

OFFICE ADMINISTERING GRANT

Office of Professional Preparation Services

PROGRAM ADMINISTERING GRANT

Professional Preparation and Development Unit

PROGRAM CONTACT

Donna L. Hamilton at (517) 241-4546, or HamiltonD3@michigan.gov

A. GRANT CATEGORIES

Funding will be awarded in the following grant categories:

1. Partnerships for Professional Learning Opportunities in English Language Arts, Mathematics, Science, and Social Studies:

Projects forming partnerships for the improvement in any of the above-mentioned curricular areas in which the project builds on:

- a. Teacher and principal understanding and implementation of the corresponding content expectations, as part of a comprehensive curriculum;
- b. Teacher instructional delivery skills as they relate to the corresponding content expectations, as part of a comprehensive curriculum; and
- c. Teacher skills in assessing student performance as they relate to the corresponding content expectations, as part of a comprehensive curriculum, and principal skills in using data to help them work more effectively with teachers.

All projects must substantiate the district's need to improve student achievement in the selected curricular areas and be able to demonstrate progress in meeting federal and state goals for all students, including the implementation of Universal Design for Learning (UDL) strategies to accommodate learner differences.

2. Partnerships for Professional Learning Opportunities that Result in Highly Qualified Status or Endorsement for Special Education Teachers Assigned to Grades 6-12:

Projects forming partnerships that result in the enhancement of content knowledge and instructional skills relevant to one or more of the core curricular areas AND result in highly qualified status for special education teachers assigned to teach core academic subjects to students in grades 6-12.

All partnership projects must incorporate the use of the corresponding content expectations.

3. Partnerships for Professional Development to Increase the Skills of Elementary and Middle School Mathematics Teachers to Instruct Students of All Ability Levels in Algebraic Thinking:

Projects forming partnerships that enhance the instructional skills of elementary and middle school mathematics teachers to meet the learning needs of students of all social, economic, and academic levels.

All partnership projects must incorporate the mathematics content expectations and design the professional learning format to give teacher participants the opportunity to try new instructional strategies with non-traditional mathematics students, including the implementation of UDL, reflect on the results, and re-apply in subsequent instruction.

4. Partnerships for Professional Development in Writing Instruction:

Projects forming partnerships for the improvement in writing instruction in which the project builds on:

- a. Teacher and principal understanding and implementation of the writing domains in the corresponding content expectations, as part of a comprehensive curriculum;
- b. Teacher instructional delivery skills as they relate to the writing domains in the corresponding content expectations, as part of a comprehensive curriculum; and
- c. Teacher skills in assessing student writing performance as they relate to the corresponding content expectations, as part of a comprehensive curriculum, and principal skills in using data to help them work more effectively with teachers.

All projects must substantiate the district's need to improve student achievement in writing performance and be able to demonstrate progress in meeting federal and state goals for all students, including the implementation of UDL strategies to accommodate learner differences.

B. DISTRIBUTION OF GRANT FUNDS

An annual allocation of approximately \$2.3 million for competitive grants has been awarded to the State of Michigan. Grant awards will be made for up to \$200,000 to fund projects sustained over 22 months.

If the allocated amount of funds is not awarded, then the remaining funds will be used to support projects in other qualifying categories. In compliance with federal guidelines, 100 percent of the total grant allocation will be awarded for projects in the core academic subjects.

2009-2010 Cycle of the NO CHILD LEFT BEHIND ACT, TITLE II, Part A(3) IMPROVING TEACHER QUALITY COMPETITIVE GRANTS PROGRAM

TITLE II OF P.L. 107-110

State Grants to Strengthen Skills of Teachers and Instruction in the Core Academic Curriculum

FEDERAL CFDA Number 84.367B

PART I - GENERAL INFORMATION AND PROGRAM GUIDELINES

The enclosed materials provide application information to enable public and independent IHEs to participate in the Improving Teacher Quality Competitive Grants Program. A teacher preparation institution may apply for funding on behalf of a proposed partnership, which involves a high-need LEA, and a college/department of arts and sciences. The purpose of the program is to support the development and implementation of sustained and intensive high-quality professional development activities to better enable new and experienced teachers, as well as building administrators and paraprofessionals, to help all students meet challenging standards in the core academic subjects.

The MDE anticipates having approximately \$2.3 million available for grants to be awarded by the SBE under the NCLB, Title II, Part A(3) Competitive Grant Program.

Consistent with the priorities and criteria it has announced for selection of grant recipients, the MDE must make awards of Improving Teacher Quality State Grant funds to support partnership activities to enhance student achievement.

A. ELIGIBLE APPLICANTS

Any one of the Michigan universities approved by the SBE to prepare teachers and principals forming a partnership comprised of one or more high-need LEAs.

Eligibility is limited to partnerships comprised of a minimum of (1) a private or public IHE and the division of the institution that prepares teachers or principals; (2) a school of arts and sciences; and (3) a high-need LEA (as defined on page 3).

A list of eligible colleges and universities and their approved content programs is located at:

<https://mdoe.state.mi.us/proprep/>

An eligible partnership also may include another LEA, public charter school, elementary or secondary school, nonpublic school, ESA, nonprofit educational organization, another IHE, school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, nonprofit cultural organization (NPO) (see below), an entity carrying out a pre-kindergarten program, a teacher organization, principal organization, or business.

An NPO for purposes of this application is one that has, as its primary purpose, the improvement of student learning in mathematics, science, reading, or other core academic subjects, and can document the provision of effective teacher training programs.

Each NPO applicant must be prepared to provide written evidence of:

1. Past demonstrated effectiveness in providing professional development for teachers in mathematics, science, reading, or other core academic subjects. Documentation should include: 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 outcomes which may include data on improved student outcomes, the final evaluation report, recruitment procedures, and resulting materials or publications.
2. Financial stability. Documentation must include: a complete copy of the management letter from the most recent independently audited financial statement, evidence that the NPO is not dependent on this grant for continued existence of the organization, its current staff configuration; and evidence of official registration with the Michigan Department of Treasury as a 501(c) nonprofit organization whose corporate office is located in Michigan.

In accordance with NCLB, absolute priority will be given to those proposals forming partnerships that include high-need LEAs. Furthermore, in recognition of the importance of the SBE's commitment to ensure quality teachers in priority schools, applicants are encouraged to include schools that have not met AYP due to low performance on the MEAP in mathematics, English language arts, or by a subgroup, only as long as these LEAs are also eligible under the federal high-need LEA definition.

See the October 5, 2006, Non-Regulatory Guidance for Title II, Part A on the United States Department of Education's website at:

<http://www.ed.gov/programs/teacherqual/guidance.pdf>

B. APPLICATION PROCEDURES

Institutions interested in applying for an NCLB Improving Teacher Quality Competitive Grant in this cycle must submit a completed application on the Michigan Electronic Grant System (MEGS) by 11:59 p.m., October 16, 2009.

It is anticipated that award letters will be issued in November 2009. Although no funds may be expended until official award notices are received, colleges and universities are encouraged to use this time to continue to build on their partnership with their K-12 partners through planning and recruitment of participants.

C. REQUIRED COMPONENTS

In order to justify the professional development proposed to address the learning needs of all students, projects recommended for funding must:

1. Be a minimum of 90 contact hours of professional development in the core content area. The 90 contact hours will meet the highly qualified requirements of teachers whose teaching assignments may have changed, as prescribed in *The Michigan Definition for Identifying Highly Qualified Teachers*.
2. Be clearly aligned with Michigan's Content Expectations, Vision and Principles of Universal Education, standards for teaching and learning, assessment, and professional development.
3. Be collaboratively planned by representatives of the population targeted to be served by the project. These should include local public and nonpublic school teachers and administrators, public and independent college/university faculty (including representatives of the education and arts and sciences units), relevant professional organizations, informal education entities (museums, libraries, etc.), and the MDE curriculum staff when available.

Public and nonpublic school staff are encouraged to survey and critically evaluate their professional development needs through (a) student learning data as they relate to the core academic subjects, (b) examples of differentiated instruction, and (c) evidence of need for alternatives for engaging students in instruction and to initiate contact with their colleagues at higher education institutions to establish a partnership to provide the professional development identified.

4. All project organizers must show evidence of involving the nonpublic schools located within the geographic region of their public K-12 partners in **planning** for the grant project.
5. Indicate clear, substantive evidence (including, but not limited to, quantitative data) about educator professional learning needs and learning needs of all students, upon which this proposal is based.

6. Identify the current, scientifically-based research on which the proposed professional development is founded or, at a minimum, cite innovative and related theory and research on which the proposed professional development can reasonably build.
7. Address the continuum of teacher development, including novice and mastery levels.
8. Use various technologies for project implementation in support of teacher professional development and for advancing teacher technology competence, including the strategies of UDL.
9. Conduct internal evaluation which provides evidence of accomplishments and impact of professional development interventions on targeted audiences, including effects on participating teachers (i.e., content knowledge, skills, classroom practices, attitudes, UDL strategies). As appropriate, the internal evaluation should gather evidence of effects on students of participating teachers, such as student work, test scores, student projects and products.
10. Participate in cross-site, state-level evaluation using common instruments and procedures.

D. SELECTION OF AWARD RECIPIENTS

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria that support sustained and intensive high-quality professional development programs, designed to improve content knowledge and teaching skills in the core academic subjects for elementary and secondary teachers and other members of the instructional team.

Grant applications will be reviewed using a two-step process, including external and internal panels of experts. Because the number and type of applications received always exceeds the level of available funding, external panels will be used to review all eligible applications submitted.

Using a numerical scoring system, the external review process is intended to identify the most promising applications for which funding should be considered. **(See Scoring Rubric at the end of this document.)**

These applications are then reviewed by an internal panel of MDE curriculum consultants, with the intent of coordinating funding and other initiatives to better meet the learning needs of students across the state.

The number of grants recommended for awards will be influenced, among other factors, by limited availability of funds, the quality of proposals submitted, geographical distribution, and the size of the final budget negotiated for each project.

E. FUNDING PRIORITIES

Priority will be given to projects that:

1. Use proven research-based strategies of adult learning and instructional delivery that result in improved student performance and those based on scientific research; and
2. Include or address how local capacity will be built to sustain the initiative at the conclusion of the grant period.

F. FORMATIVE DATA AND FINAL REPORT

The MDE has contracted with Science and Mathematics Program Improvement (SAMPI) at Western Michigan University to conduct a Title II program-level evaluation. In connection to that, all awardees of these grant funds are required to compile extensive information to provide a standardized set of data to assess the impact of this grant program. Each project director will be required to put into place a process for collecting the data throughout the project. The guidelines for the final report are located at:

http://www.michigan.gov/documents/MDEsTQualityReportFormat-ProjectDirectorsVersion_152399_7.doc.

The MDE has provided a Microsoft Excel spreadsheet on which the school and participant data is submitted. It is located at:

http://www.michigan.gov/documents/MDEsTitleIIReportingSpreadsheet_152397_7.xls.

This data will provide a detailed picture of who is served, to what extent, from what kind of schools, how they are served in terms of project accomplishments, and nature of impact. This data also contributes to a statewide evaluation of this grant being done by SAMPI (Assistance will be available to grant recipients who need help with data gathering, recording, and reporting).

The awardee is expected to submit the required data as a formal part of their ongoing project evaluation, as well as the final report. The awardee also is expected to submit a final narrative report which documents their internal evaluation of the project.

In addition to formative data provided to SAMPI, the final expenditure report for a project funded in this category must reflect the budget submitted with this application and must include, at a minimum, the following information:

- The amount of funds under the grant or subgrant
- How the grantee or subgrantee used the funds
- The total cost of project activities
- The share of the cost provided from other sources
- Other records to facilitate an effective audit

G. STATE OF MICHIGAN MONITORING VISITS

The MDE is required to monitor a cross section of the grant projects. Under ordinary circumstances, these monitoring visits are not conducted for the purpose of rescinding grants or penalizing grant recipients for information not collected. They occur for the purpose of collecting project information to ensure the proper implementation of the Title II Competitive Grant Program.

University staff must maintain and make available, in the event of a monitoring visit, evidence to support the complete implementation of the proposed project including the data referred to in Section F.

H. WHERE TO OBTAIN HELP

Instructions contained in these materials are issued by the MDE, which is the sole point of contact for this program. Questions regarding proposals should be directed to Donna L. Hamilton, Office of Professional Preparation Services, Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909; by telephone at (517) 241-4546; or by e-mail at HamiltonD3@michigan.gov. Questions regarding the application on MEGS may be directed to Claudia Nicol by telephone at (517) 335-1151 or by e-mail at NicolC@michigan.gov.

PART II – REVIEW CRITERIA

REVIEW PROCESS

All applications will be reviewed and rated by MDE staff as well as university, ESA, and K-12 representatives from the field having content, professional development, and program administration expertise. Proposals are required to address all the identified criteria. **Proposals that exceed the allowed number of pages will not be reviewed.**

REVIEW CRITERIA

All applications will be evaluated on the basis of the criteria described hereafter. The narrative portion of applications should address the criteria. The maximum possible number of points for all of the criteria is 111. The value assigned for each criterion follows:

A. DEMONSTRATED NEED AND SIGNIFICANCE OF PROJECT (15 POINTS)

Proposals should represent a constructive and productive approach to the significant challenges facing the target audience to meet the learning needs of all students. The reviewers will look for:

1. A description of the means by which the teachers of the target population were determined to be not yet highly qualified or teaching with an emergency, provisional, or temporary certificate or license;
2. A description of the actions taken to involve the nonpublic schools located within the geographic region of the K-12 partners in **planning** the grant project;
3. A description of school/s not accredited for curricular reasons, in targeted content, for not making AYP;
4. The presence of strong evidence about the student and educator learning needs upon which the choice of professional development is based;
5. A description of the nature of the partnership with and commitment from the high need LEA(s) and the university and other partners;
6. Evidence that project results from collaborative planning by representatives of the population targeted to be served by the project and university partners; and
7. A description of actions taken previously by identified LEAs as partners in other projects, a description of results/improvements, and reason for involvement in proposed project.

B. ROLES OF PARTNERS (15 POINTS)

Each application will be reviewed to determine the extent to which:

1. The role of the IHE education school partner and the responsibility of individuals named on Partner list for the project are described;
2. The experiences of the IHE faculty with K-12 instruction, college curriculum revision and current research is described;

3. The role of the College of Arts and Sciences partner and the responsibility of individuals named on the Partner list are described;
4. The expertise of the Arts and Sciences faculty in the content area, research and their implications for K-12 instruction is described; and
5. The role of the specified **high-need LEA partner** and the responsibility of individuals named on the Partner list are described.

C. PLAN OF OPERATION (23 POINTS)

A review of each application will be made to determine the thoroughness of the plan of operation for meeting the needs of the target population. In making this determination, the reviewers will look for:

1. A plan to incorporate various technologies that support teacher professional development and advance teacher technology competence;
2. A clear description of the content and grade levels to be address and their alignment with Michigan's Content Expectations (available at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html);
3. A clear description of how the principles of UDL are incorporated in the project (available at: <http://www.advocacyinstitute.org/UDL/>);
4. A description of the conceptual model of adult teaching and learning on which the proposal is based. Appropriate literature references and examples of implementation of the model, as related to the identified needs, must be provided to support the rationale for selection of that particular model;
5. A plan to encourage/ensure that instructors/instructional faculty will model appropriate teaching behaviors, methods, and strategies for engaging underrepresented students;
6. A plan to continue to involve appropriate groups in the project, including but not limited to, local boards, teachers and administrators, mathematics, science and/or other resource centers, public museums, libraries, business, and industry;
7. A plan to address the continuum of teacher development and induct new participants into the program as they move from novice to mastery and join the learning community to gain expertise in core content, as well as technology competence;
8. A plan for effective administration of the project identifying responsibilities of project staff, IHE faculty, and LEA personnel;

9. A clear synopsis of the current, scientifically-based research on which the proposed professional development is founded; an annotated bibliography of no more than 10 citations of related theory and research should be added as an attachment; (an example can be found at http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.html)
10. A clear statement of the short-term and long-term goals of the project, the expected results and how attainment will be measured;
11. A description of how Michigan's Professional Development Vision and Standards are addressed and exemplified in the project; (available at: http://www.michigan.gov/documents/ProfDevStdsVISWStrategies_4_9_03_C61067__A62638_12_09_02_62686_7.pdf)
12. A clearly described implementation plan that addresses all of the required components including an activity plan, showing how key activities will accomplish the proposed objectives with benchmarks to determine progress toward objectives (see C on pages 10-11); and
13. A plan with a minimum duration of 90 contact hours of professional development, allowing middle school and secondary teachers who require it to accumulate 90 hours of in-depth content knowledge and related pedagogy.

D. EVALUATION PLAN (17 POINTS)

Review of applications will be based on the extent to which proposals include:

1. A description of specifically who will be responsible for collecting, maintaining, analyzing, and reporting the various kinds of data over the course of the project;
2. An indication of intent to coordinate internal evaluation activities with statewide cross-site evaluation as appropriate and to facilitate cross-site evaluator access to project participants and project-level evaluation data;
3. A plan to collect and maintain data consistent with required final reporting, including documentation of participation levels and professional development/other activities, evidence of impact on participating teachers and other educators, partnerships, subject-matter faculty involvement, etc. (see report requirements on page 12-13) Indicate how data will be collected;
4. A plan to conduct internal evaluation to determine effects of the program on participating teachers, administrators, or other targeted audiences that includes pre-program and end-of-program data collection. This can include (but should not be limited to) the required common cross-site teacher survey. Pre/post data collection should be pertinent to intended outcomes of the project and can include materials/products/projects created by teachers or other targeted audiences;

5. A plan to conduct systematic lesson/classroom observations among at least a credible sample of participating teachers, preferably on a pre- and end-of-project basis as a measure of changes in classroom practice, including the collection of teachers' lesson and unit plans which show change;
6. A plan to gather data about the effects of the project on the students of participating teachers, which might include systematic gathering of samples of student work or projects, test scores, or worksheets and reports; and
7. A plan to document and evaluate the impact on students of participating teachers.

E. LEARNING NEEDS OF UNDERREPRESENTED STUDENTS (9 POINTS)

Each application will be reviewed to determine the extent to which:

1. The instructional design addresses the professional learning needed to help participants accommodate the learning needs of **all students** in core content;
2. The instructional design addresses the professional learning needed to help participants motivate, support, and engage underrepresented students in instruction as outlined in the SBE's Vision and Principles of Universal Education (available at: http://www.michigan.gov/documents/UnivEdBrochure_FINAL_incl_152066_7._Glossary_03-02-06a.pdf); and
3. Activities are specified to address and improve teachers' and/or principals' low expectations of, and negative attitudes toward culturally different students.

F. BUDGET AND COST EFFECTIVENESS (9 POINTS)

Each application will be reviewed to determine the extent to which:

1. There is evidence of a clear relationship between budget items, project objectives, and anticipated results;
2. The budget narrative includes identification of which partner "uses" the funds (see Special Rule Section 2132(c) below);
3. There is adherence to allowable costs; i.e., (a) indirect cost of no more than 8 percent, (b) consultant fees limited to no more than \$800/day, (c) participant stipends limited to \$200/day, (d) no purchase of classroom instructional materials (limited to only what is needed to conduct the professional development), (e) no purchase of nonexpendable supplies;
4. That all expenditures are identified as to which partner directly benefits;
5. A minimum of 5 percent of the budget, as an expenditure for state-level evaluation and reports coordinated by the MDE, is set aside;

6. Funds for the project director's participation in a mid-point meeting in Lansing at the end of the first year; and
7. The budget is cost effective, adequate to support the proposed project only, and complies with the budget requirements of the Request for Payment (RFP).

UNALLOWABLE COSTS: Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable. Costs of alcoholic beverages are unallowable.

SPECIAL RULE Section 2132(c): Legislation requires that no single participant in an eligible partnership receiving a grant in this program may use more than 50 percent of the grant funds. For example, each of three partner entities (education, arts and sciences, and a high-need school) may share 1/3 of the total grant equally, or may use 50 percent of the grant with the other two sharing 25 percent each, etc., but none may use more than 50 percent of the total grant.

Note: Neither capital nor nonexpendable supply expenditures are allowed.

G. QUALIFICATIONS AND CAPACITY (23 POINTS)

A review of each application will be made to determine whether the qualifications of key personnel are appropriate. Each application also will be reviewed for information that shows the applicant is committed to, and capable of, the successful implementation and continuation of the project. In making this determination, consideration will be given to:

1. Evidence that the applicant is a state-approved teacher preparation institution;
2. Evidence that the proposed professional development is in a specific content area at the appropriate level for which the institution has full state approval;
3. A description of the participatory nature of the partnership with, and commitment from, the high need LEA(s) and how the LEA will assist with recruiting participants;
4. A statement of the institution's capacity and likelihood to continue the project when federal assistance ends, including a plan to identify and secure continuation funding;
5. Evidence of previous successful experiences in facilitating projects associated with pre-K-12 professional development in the content area(s) and content appropriate use of UDL in the classroom as addressed in this proposal;

6. The qualifications of the project director and other key personnel to be used in the project (qualifications should be summarized in the narrative; the appendix may include resumes, biographical sketches or statements of required experience and education and a recruitment plan for individuals to be hired by the project);
7. The percentage of time each of the above persons will commit to the project;
8. Demonstration that the applicant (or partner) is qualified to address the instructional and learning needs of underrepresented populations, applying the principles of Universal Education;
9. Demonstration that the applicant (or partner) is qualified and prepared to conduct and analyze the formative assessments needed to modify project activities, as needed;
10. Demonstration of effective fiscal management of previous grants; and
11. Demonstration of previous successful grant management experience, including timely submission of required reports.

ADDITIONAL REVIEW FACTORS

In addition to the criteria listed above, the MDE may apply other factors in making decisions to fund proposals, such as evidence that:

- a. The applicant has performed satisfactorily on previous projects, completed required evaluation tasks, exercised prudent fiscal management, and submitted final reports;
- b. The funding of the project will not result in duplication of effort;
- c. The project will serve specific geographic areas; and
- d. The project will facilitate the state in meeting the overall professional learning vision and standards, curriculum improvement, and teacher education goals.

PART III – APPLICATION AND INSTRUCTIONS

A. LENGTH OF NARRATIVE

Proposal narratives are to be no longer than 20 pages including charts and graphs. Appendices in the form of additional attachments, may be included with each proposal, although reviewers are not required to read these in detail and may not exceed 15 pages. Proposals are required to address all identified criteria. Narratives that exceed the allowed number of pages will not be reviewed.

Narratives are required to be double-spaced using no less than eleven (11) font size and no less than 1-inch margins. Proposals using less than the required spacing, font, and margin size will not be reviewed.

B. SUBMISSION DATE

The application must be submitted in the MEGS grant system **by 11:59 p.m. on October 16, 2009. Late submissions will not be accepted.**

C. TECHNICAL ASSISTANCE MEETING/WEBINAR

IHEs that intend to submit an application for this cycle of funding are encouraged to participate in this session. Representatives who will be involved in developing and submitting the application may elect to attend (electronically or in person) the technical assistance webinar on September 10, 2009. The application submission is done electronically, through MEGS, and this session will include an explanation of how to use MEGS to submit the grant application.

Topics of the session will include:

1. The accepted source of data on high-poverty LEAs;
2. Changes in scoring rubric;
3. The MDE categories for priorities in funding;
4. Creating and submitting your proposal using the MEGS application process;
5. Data requirements for the 2009-2010 projects; and
6. A list of schools not accredited for curricular reasons, or for not making AYP due to low performance on the MEAP in mathematics or English language arts, or low MEAP performance by a subgroup.

Individuals are welcome to attend the webinar in person OR via internet and telephone connections.

Participation in this session is highly recommended if you are considering applying for these funds, as criteria may need explanation. Please fax the attached form to register.

Persons with disabilities needing accommodations for participation in this function are invited to contact the MDE to request mobility, visual, hearing, or other assistance. Please contact Claudia Nicol at (517) 335-1151 or by e-mail at NicolC@michigan.gov for assistance with special needs.

D. COMPLETING THE APPLICATION

All applications must be submitted on the MEGS grant system at:
<http://megs.mde.state.mi.us/megsweb/>

All applicants must be authorized to use the grant system by their institution's Level 5 administrator assigned to MEGS. For help identifying that person, call Claudia Nicol at (517) 335-1151. A separate application must be submitted for each project proposed. An institution may submit applications for several projects as long as the project director is different for each. Applicants for all grants are required to use the following instructions for completing the application.

The MEGS application will require information in the following sections (there is a HELP screen available for any section that is not self-explanatory):

1. GRANT

Important Information regarding the Title II Improving Teacher Quality Grant – This section provides an overview of this competitive grant program.

Assurances and Certifications – By submitting this application, the applicant is making the assurances shown listed on the screen in this section.

Application Description – Enter the project title here; please include in the title the curriculum content that you intend to address in your project, i.e. English language arts, mathematics, etc.

2. MANAGEMENT ACTIVITIES

Control Access to this Application – Authorized users can use this section to add, edit, or delete existing users in this application.

View a PDF of this Application – This section allows the applicant to request a PDF of the application. Preparation of PDF usually requires 24 hours.

View a Blank PDF – Once the PDF is available, it is located in this section of MEGS.

View Last Confirmation of Submittal – Print this screen as a confirmation that you have transmitted the final version of the application. This option will not appear until you have submitted the application.

3. GENERAL INFORMATION

Grant Contact and Fiscal Agent Information – This screen provides all the applicant/fiscal agent data. Please complete all items, as each determines where letters are sent, and who receives information about the grant award.

Partner Information – List of partners you have added using the next screen.

Add/Review Partners – Screen to add or review the grant partners.

Verification of Collaborative Planning – Enter proposal title and the details of ALL collaborative planning meetings. The date, agenda, and list of participants of the FIRST planning meeting must be named and attached here.

Checking NO when asked about including non-public schools will disqualify the application.

Grant Categories – Choose from the drop-down menu, the category in which you are applying.

4. BUDGET PAGES

Title II, Part A(3) Improving Teacher Quality – Complete the Budget Summary form and attach a Budget Detail. Only the allowable categories are shown in the budget summary form.

Projects that receive financial or other contributions from the LEA partner and others must keep a statement confirming that contribution on file.

5. PROGRAM INFORMATION

Program Information Page Summary – This keeps track of the pages that have been saved and the steps of application that have been completed.

Narrative Rubric – This is the rubric for evaluating proposals submitted for consideration for funding under this competitive grant program.

Narrative – Use the same title you have entered into the description line of the application here and attach your narrative. Be sure to follow the directions regarding the narrative provided below and on pages 14-20 in this document.

Abstract – Attach a 200-word description of this project. Complete this section after completing the entire application. See the help screen of this section to view the subsections of the abstract, using the text box provided. The abstract will be used when a description of your project is needed for public documents. **Please list in the abstract the school partners served, the specific curriculum content, and grade levels addressed by the project. The abstract is not to exceed two (2) pages.**

6. ATTACHMENTS

Annotated bibliography of no more than 10 citations of theory and research should be added as an attachment. An example can be found at:

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.html

Miscellaneous – You may name and attach up to 15 pages of appendices to provide additional information about your proposal or prior projects.

Narrative - Prepare a concise and clearly written narrative statement of not more than twenty (20) pages, including charts and graphs, that addresses the review criteria listed. (See Review Criteria on pages 13-19 of this document.)

The following criteria will be used by the review panelists to assess each application:

- Demonstrated need and significance of project including evidence indicating need on part of both student and teacher for the proposed professional development (15 points);
- Roles of Partners (15 points);
- Plan of operation including the research base verifying the effectiveness of the proposed professional development (23 points);
- Evaluation plan (17 points);
- Learning needs of underrepresented students (9 points);
- Budget and cost effectiveness (9 points); and
- Applicant's Capacity and Qualifications of Key Personnel (23 points).

E. FINAL PROPOSAL SUBMISSION AND REVIEW PROCESS

All final proposals must be submitted by an IHE which also serves as the fiscal agent. There is no limit placed on the number of proposals an institution may submit. Each individual project director may submit no more than one proposal per grant year.

All applications will be reviewed and rated in accordance with the format and review criteria cited in the general instructions. Up to 111 points will be awarded and distributed based on the applicable criteria. It is essential that each evaluative criterion be addressed.

F. RUBRIC

Following is a rubric to help proposal writers discern whether they have sufficiently addressed all the required elements of the RFP and to help reviewers score the applications.

Title II , Part A(3) Improving Teacher Quality Rubric 2009-2010

To qualify, the application must have **all** of the following to be considered for complete review:

___1. Required partners:

- Institution of Higher Education (IHE) College of Education AND
- IHE College of Arts and Sciences AND
- One or more high-need Local Education Agency/ies (LEAs)

___2. High-need LEA(s) must meet this federal definition:

- LEA serving not fewer than 10,000 children from low income families **OR**
- No less that 20% of children from families living below the poverty line (as defined by the 2005 U.S. Census)
AND
- High percentage (is not federally defined as of 1/16/2004) of teachers with emergency **or** temporary certificates
OR
- Not teaching in the academic **or** subject area for which they were trained

___3. Evidence of research base or theory of action for the professional development (PD) proposed for teachers, and/or principals, and/or paraprofessionals

___4. Evidence of collaborative planning and commitment to project.

___5. Evidence of contact and response of non-public schools.

___6. Application must address **one** of the following areas:

- Partnerships for Professional Learning Opportunities in English Language Arts, Mathematics, Science, and Social Studies
- Partnerships for Professional Learning Opportunities that Result in Highly Qualified Status or Endorsement for Special Education Teachers Assigned to Grades 6-12
- Partnership for Professional Development to Increase the Skills of Elementary and Middle School Mathematics Teachers to Instruct Students of All Ability Levels in Algebraic Thinking
- Partnership for Professional Development in Writing Instruction

___7. Timeline delineating how/when at least 90 hours of professional development will be provided.

___8. Budget meets Section 2132 (c): No single participant in an eligible partnership receiving a grant may use more than 50% of the grant funds.

___9. Proposals are required to be double-spaced (not including charts and graphs), using no less than 11 point font size, no less than 1 inch margins and no more than 20 pages.

REVIEWERS WILL STOP HERE IF THE PROPOSAL HAS NOT MET THESE CRITERIA.

A. Need (15 Points)				
A-1	Yes (1) _____ No (0) _____	Clearly identifies target LEAs by name, number of expected teacher participants in those LEAs, and how the teachers and LEAs were identified.		
A-2	Yes (1) _____ No (0) _____	Clearly describes the nature and extent of contact with non-public schools and their role in planning the proposed professional development/intervention.		
A-3	Yes (1) _____ No (0) _____	Includes school(s) not accredited for curricular reasons, in targeted content, for not making AYP.		
	0 Points	1 Point	2 Points	3 Points
A-4	No description of needs, only a mention of needs, or using same words as scoring rubric to describe needs.	Describes needs, but makes no link or vague/general link between professional development needs and student learning needs.	Describes needs/problems to be addressed by the proposal and links professional development needs to student learning needs.	Clearly describes needs/problems to be addressed by the proposal and aligns student learning needs to needs for changes in classroom practices to professional development needs.
A-5	No description of partnership between IHE and high-need LEA partner(s).	A general description of the partnership between IHE and high-need LEA partner(s), but lacks specificity.	Describes nature of the partnership and roles and responsibilities of IHE and high-need LEA partner(s).	Clearly describes the nature of the partnership, provides evidence of commitment, and describes roles and responsibilities of IHE and high-need LEA partner(s).
A-6	No evidence of collaborative planning among targeted population(s) to be served by the project.	Brief description of collaborative planning and vague discussion of roles and responsibilities.	Describes nature and extent of collaborative planning with only general description of roles and responsibilities of partners	Clearly describes the nature and extent of the collaborative planning among targeted population(s) with roles and responsibilities of university and high needs LEA partner(s) clearly described.

A. Need (15 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
A-7	No description of prior strategies or results/impacts of previous programming with the partner LEA partner(s) or similar previous programs with other LEA partner(s).	Provides only vague references to prior strategies used; only vague descriptions of results/impacts.	Describes actions taken previously by IHE partner and/or others to address identified needs; provides general description of previous research/evaluation; reasons for partnering described, but not why the partnership is important.	Clearly describes actions taken previously by the IHE partner and/or other entities to address the identified needs, clearly describes previous research/evaluation findings showing value of proposed intervention; describes importance of partnership.

B. Roles of Partners (15 Points)				
	0 Points	1 Point	2 Points	3 Points
B-1	No IHE College of Education partner mentioned or only listed on Partner page.	Provides only general references to IHE College of Education partner roles in the project.	Describes IHE College of Education partner roles in planning and supporting the project.	Clearly describes IHE College of Education partner roles in planning the project, providing and supporting pedagogical strategies to address identified needs.
B-2	IHE partners are named, with no description of faculty status.	IHE partners are named; their experience as adjunct instructors with practical K-12 classrooms is described.	IHE faculty partners are named, but they are adjunct, temporary, retired or non-full faculty status OR their experience is limited as to K-12 classroom, current research in the field and college curriculum revision work.	IHE faculty partners are named; they have full faculty status and their experience with K-12 classrooms, current research and college curriculum revision work is extensive.

B. Roles of Partners (15 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
B-3	No IHE College of Arts and Sciences partner mentioned or only listed on Partner page.	Provides only general references to IHE College of Arts and Sciences partner roles in the project.	Describes IHE College of Arts and Sciences partner roles in planning and supporting the project.	Clearly describes IHE College of Arts and Sciences partner roles in planning the project, providing and supporting current discipline-focused content to address identified needs.
B-4	Arts and Sciences partners are named, with no description of faculty status.	Arts and Sciences faculty partners are named, but there is no description of their faculty status or areas of expertise.	Arts and Sciences faculty partners are named, but they are adjunct, temporary, retired, or non-full faculty status OR their research and curriculum knowledge and experiences in the content area are limited.	Arts and Sciences faculty partners are named, areas of expertise identified, and they have full faculty status with thorough knowledge and experiences related to K-12 classrooms, research, and curriculum in the content area.
B-5	No high-need LEA partner mentioned or only listed on Partner page.	Provides only general references to high-need LEA partner roles in the project.	Describes high-need LEA partner roles in planning and implementing the project.	Clearly describes high-need LEA partner roles in identifying local needs, planning project activities and connecting them, as appropriate, to address identified needs.

C. Plan of Operation (23 Points)		
C-1	Yes (1) _____ No (0) _____	Clearly and specifically describes nature and extent of integration of technology into professional development intervention(s).
C-2	Yes (1) _____ No (0) _____	Clearly describes the content and grade levels to be addressed <u>and</u> specifically describes use of Michigan Content Expectations in proposed project.

C. Plan of Operation (23 Points) (continued)		
C-3	Yes (1) _____ No (0) _____	Clearly and specifically describes use of principles of Universal Design for Learning in proposed project.
C-4	Yes (1) _____ No (0) _____	Clearly and specifically describes model of adult teaching and learning in relation to the proposed project.
C-5	Yes (1) _____ No (0) _____	Clearly and specifically describes how PD instructors/facilitators will model exemplary teaching behaviors through group and individual professional development interventions.
C-6	Yes (1) _____ No (0) _____	Clearly describes plan for the continued involvement of appropriate groups in implementing the project, including union representatives, school leaders, community resources and businesses.
C-7	Yes (1) _____ No (0) _____	Clearly describes how project will help less experienced teachers make progress in gaining expertise in content, pedagogy, and technology.
C-8	Yes (1) _____ No (0) _____	Clearly describes a plan for administering the grant, including specific IHE faculty, and LEA staff, and other personnel and their roles and responsibilities.

C. Plan of Operation (23 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
C-9	No citations about connections between scientific research and proposed intervention; no synopsis provided in proposal narrative.	Citations incomplete or synopsis vague; how citations support proposed project unclear – mostly general in nature and not scientifically-based references; or more than 10 citations provided.	Citations complete, but up to half not related or only related in general to the proposed project; several citations do not indicate a strong relationship to proposed project; synopsis complete, but relationship between citations and proposed project not well described.	Provides not more than 10 full citations and three to four sentence annotation of scientifically-based research references in appendix; one-paragraph synopsis of the list and why the references support the proposed project; strong relationship between citations and proposed project.
C-10	No evidence of short-term and/or long-term goals for the proposed professional development.	Provides short-term goals; goals not aligned to stated needs for professional development.	Describes both short-term and long-term goals which clearly address the needs of teachers and/or principals for professional development.	Clearly describes both detailed short-term and long-term goals of the project; and the expected results that support student achievement as an outcome of professional development.
C-11	No description of relationship or use of Michigan Professional Development Vision and Standards to the proposed project.	Provides only a general reference to the Michigan Professional Development Vision and Standards.	Describes use of Michigan Professional Development Vision and Standards, but lacks specificity about relationship or how they will support proposed project.	Provides examples of how the Michigan Professional Development Vision and Standards will be used to support the proposed project.

C. Plan of Operation (23 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
C-12	Operation plan is vague and incomplete.	Provides general operation plan, but lacks specificity about objectives, activities/strategies, benchmarks to assess progress.	Describes operation plan, including objectives, activities/strategies, and benchmarks to assess progress.	Clearly describes (in table or narrative form) the operation, including specific objectives, with alignment of activities/strategies intended to accomplish the objectives, benchmarks to determine progress toward objectives.
C-13	No timeline or delineation of how/when 90 hours of professional development will be provided.	Provides vague description of a timeline and how/when professional development hours will be provided.	Timeline lacks specificity and connection to the hours of professional development to be provided.	Clearly describes or presents a timeline of how/when at least 90 hours of professional development will be provided over the course of the project.

D. Evaluation (17 Points)		
D-1	Yes (1) _____ No (0) _____	Clearly describes the individuals (and their affiliation to the project) who will do the evaluation and their roles.
D-2	Yes (1) _____ No (0) _____	Clearly describes the link/cooperation between cross-site evaluation expectations and internal evaluation.

D. Evaluation (17 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
D-3	No plan for collecting required data; only general statement about collecting participation, activity, and other descriptive data.	Plan is described with little or no detail about what, when, how, and who is included in the proposed evaluation; no indication applicant is familiar with final reporting requirements.	Describes evaluation plan, but elements missing from the description, such as what data will be collected, when or how the data will be maintained and reported, or who will be responsible for the various components of the plan; there is indication the applicant is familiar with the required final reporting requirements.	Clearly describes evaluation plan, including what data will be collected, when and how data will be collected, how it will be maintained in a database or spreadsheet, how/when it will be reported, and who will do the work; there is clear indication the applicant has a plan for meeting the final reporting requirements.

D. Evaluation (17 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
D-4	No internal evaluation plan; only general statement(s) about conducting an internal evaluation.	Plan provides little or no detail about how program effects will be measured. Heavy focus on end-of-session satisfaction surveys, rather than measures about effects of the program. No mention of state-level cross-site participant survey.	Feasible plan described, but there are gaps in details about the what, when, how, and who of the evaluation. Evaluation plan link to intended outcomes (or goals and objectives) missing. No discussion about any one or more of the following: measures (related to outcomes), data collection procedures, data maintenance plans, data analysis and reporting plans, responsibilities, or timelines. Mention made, but no detail provided about administration of state-level cross-site participant survey.	Feasible plan, linked to intended outcomes (or goals and objectives) fully described. There is detailed information about measures (related to outcomes), data collection procedures, data maintenance plans, data analysis and reporting expectations, who will be responsible for evaluation tasks, and when they will be done. State-level pre/post participant survey included in the plan. Evidence that pre/post data will be collected. Plan focused on impact of the project on participants.

D. Evaluation (17 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
D-5	No plan for conducting systematic lesson/classroom observations.	Vague description of plans for conducting observations. No details about who, what, when, how provided. No information about how data will be analyzed. Not linked to the evaluation plan.	Plan for observation described, but key elements missing, such as who will do the work, when, and with what instrument or procedure. Little information about how data will be analyzed and reported. No plans for a pre/post or other impact-focused observation design or collection of teachers' lessons or unit plans for evaluation purposes.	Detailed description of lesson/classroom observations included in internal evaluation plan, including when they will be done, what information will be collected, what instruments to be used, who will conduct the observations, how the data will be analyzed and reported. Evidence that pre/post observations will be conducted and teachers' lessons or unit plans will be collected for evaluation purposes.

D. Evaluation (17 Points) (continued)				
	0 Points	1 Point	2 Points	3 Points
D-6	No description of documentation and gathering of teacher-produced curriculum, instruction, or assessment materials related to the grant-funded project.	Vague description of documentation and gathering of teacher-produced curriculum, instruction, or assessment materials related to the grant-funded project.	Description of teacher-produced curriculum, instruction, or assessment materials to be obtained and how they will be gathered, used to improve programming, and shared with state-level evaluators.	Clearly describes what teacher-produced curriculum, instruction, or assessment materials (i.e., electronic or print lessons, units, instructional tools, formative and summative student assessment items and procedures, scoring rubrics, test data review procedures) will be obtained and how they will be gathered, used to improve programming, and shared with state-level evaluators. There is also description about how they will be used as part of the project evaluation to assess effects of program.
D-7	An intended outcome indicates project will have impact on students of participating teachers, but no description of how data will be gathered and reported.	An intended outcome indicates project will have impact on students of participating teachers, but description of how this will be evaluated is vague or indicates MEAP scores as the only measure of impact.	An intended outcome indicates project will have impact on students. There is general description of how this will be evaluated. More than just MEAP scores will be used. The what, when, how, and who is provided.	An intended outcome indicates project will have impact on students. There is a detailed description of how it will be analyzed in the evaluation plan. Describes measures to be used, along with data collection, analysis, and reporting. Goes well beyond MEAP scores as a measure.

E. Learning Needs of Underrepresented Students (9 Points)				
	0 Points	1 Point	2 Points	3 Points
E-1	No description of how learning needs of teachers/principals of underrepresented students or how learning needs of students will be addressed.	General or vague statements about how learning needs of teachers/principals of underrepresented students or needs of underrepresented students will be addressed.	Describes plan for how learning needs of teachers/principals of underrepresented students or needs of underrepresented students will be met, but lacks specificity.	Clearly describes a plan designed to address the learning needs of teachers/principals of underrepresented students, <u>as well as</u> learning needs of underrepresented students, including who, what, when, and how.
E-2	No description or only a mention of intention to help teachers/principals engage underrepresented students in learning.	General or vague statements about how to help participants engage underrepresented students or verbiage from this scoring rubric repeated in the proposal.	Project offers examples of activities identified as helpful in engaging underrepresented students.	Project activities include opportunities for participants to practice strategies designed to motivate and engage underrepresented students.
E-3	No description of the effects of teacher/principal low expectations of and negative attitudes towards culturally diverse students.	General or vague statements about effects of low expectations and negative attitudes or verbiage from this scoring rubric repeated in the proposal.	Describes activities to address low expectations and negative attitudes, but lacks specificity about who, what, when, and how.	Clearly describes specific activities (and how they will be implemented) that address teacher/principal attitudes toward, and expectations of, culturally diverse students.

F. Budget (9 Points)				
F-1	Yes (1) _____ No (0) _____	Describes relationship between all budget items, project objectives, and anticipated results.		
F-2	Yes (1) _____ No (0) _____	Clearly identifies use of funds by each partner.		
F-3	Yes (1) _____ No (0) _____	Includes only expenditures allowable under the grant.		
F-4	Yes (1) _____ No (0) _____	Clearly describes breakdown of how expenditures directly benefit each partner.		
F-5	Yes (1) _____ No (0) _____	Includes 5% allocation for state-level evaluation.		
F-6	Yes (1) _____ No (0) _____	Includes budget item for director's participation in one Lansing grant-related meeting during the grant period.		
	0 Points	1 Point	2 Points	3 Points
F-7	No detailed budget breakdown.	Budget breakdown incomplete; insufficient detail about all partner costs.	Clear budget breakdown with adequate detail for expenditures, including supports for participating teachers.	Budget breakdown with sufficient detail to show all partner costs, cost effectiveness; budget realistic in supporting proposed project.

G. Qualifications and Capacity (23 Points)				
G-1	Yes (1) _____ No (0) _____	Clearly describes an IHE partner that is a state-approved teacher preparation institution.		
G-2	Yes (1) _____ No (0) _____	Proposed professional development focuses on a specific content area(s) at the appropriate level for which an IHE partner is state-approved.		
G-3	Yes (1) _____ No (0) _____	Clearly describes the participatory nature of partnership and documents commitment from high-need LEAs, including evidence of identifying and recruiting participants.		
G-4	Yes (1) _____ No (0) _____	Clearly describes a plan to identify and secure resources to continue the project after grant funding ends.		
G-5	Yes (1) _____ No (0) _____	Clearly describes previous successful experiences in facilitating professional development for districts/schools in the content area(s) proposed.		
	0 Points	1 point	2 Points	3 Points
G-6	No description of qualifications, experiences, and capacities of key IHE faculty and/or partner organizations.	General or vague statements about qualifications and capacities of key IHE faculty and partner organizations or verbiage from this scoring rubric repeated in the proposal.	Provides some evidence that key IHE faculty and partner organizations are qualified and have capacities to carry out project, but lacks specificity.	Clearly provides evidence of qualifications, experiences, and capacities of key IHE faculty and partner organizations to assure the project achieves all goals.

G. Qualifications and Capacity (23 Points) (continued)				
	0 Points	1 point	2 Points	3 Points
G-7	No description of how time will be allocated to assure achievement of project goals and objectives.	General or vague statements about how time will be allocated or verbiage from this scoring rubric repeated in the proposal.	Describes how time will be allocated by staff and partners, but lacks specificity.	Clearly describes in detail how time will be allocated by specific staff and partners to achieve goals and objectives.
G-8	No description of how groups that have been traditionally under-represented will be involved in the project.	Some discussion about how partners will include more participants who are traditionally under-represented.	Clearly describes partners' capacities to involve underrepresented groups and apply the principles of Universal Education.	Clearly describes partners' qualifications to address instructional and learning needs of underrepresented populations, applying the principles of Universal Education.
G-9	No description of qualifications or capacity of project personnel to conduct formative assessments.	General or vague statements about use of formative assessment to improve project activities or verbiage from this rubric repeated in the proposal.	Describes how formative assessment will be used to improve programming, but lacks specificity about who, what, when, and how.	Clearly describes qualifications and capacity of project personnel to gather, analyze, and use formative assessment data to improve project activities as appropriate.
G-10	No description of past experience with grant management.	Vague description of previous grant management (Title II or other educational grants) has resulted in failure to expend all allowable funds with no explanation of reason for difficulty.	Description of previous grant management (Title II or other educational grants) has resulted in failure to expend all allowable funds with appropriate explanation of reason for difficulty.	Clearly describes previous grant management (Title II or other educational grants) has resulted in fully expending all funds as outlined in grant objectives.

G. Qualifications and Capacity (23 Points) (continued)				
	0 Points	1 point	2 Points	3 Points
G-11	No description of past experience with submission of narrative project reports as per grant guidelines (previous Title II or other educational grants).	Vague description of past experience(s) in narrative project report submission as per grant guidelines (previous Title II or other educational grants).	Description of past experience(s) with narrative report submission as per grant guidelines (previous Title II or other educational grants) indicates problems with submission, but provides clear explanation of submission problems.	Clearly describes past experience(s) with narrative report submission (previous Title II or other educational grants), indicating complete and timely submission of narrative reports as per grant guidelines.



**2009-2010
Title II, Part A(3) Improving Teacher Quality
Competitive Grants Program
Technical Assistance**

September 10, 2009, 1:00 p.m. – 4:00 p.m.

Hosted at: Hannah Building, 608 W. Allegan, Lansing, Michigan

Please select one option:

- Webinar** Registration limited to **one site** per organization;
webinar arrangements will be provided with
confirmation.
- OR**
- Meeting** Attend in person

Registration Due: September 3, 2009

ATTN: Claudia Nicol

FAX: (517) 373-0542

Contact Name: _____

Organization: _____

Address: _____

City: _____ Zip: _____

E-Mail: _____

Please contact Claudia Nicol @ (517) 335-1151 or NicolC@michigan.gov
if further information is needed.