

APPLICATION 2003 TEACHER QUALITY PARTNERSHIP GRANTS

CONNECTICUT DEPARTMENT OF HIGHER EDUCATION • STATE OF CONNECTICUT



Dated Material
**OPEN
IMMEDIATELY**
Closing Date
January 10, 2003
4:00 pm





STATE OF CONNECTICUT

Department of Higher Education

Memorandum

TO: Members, Education Community

FROM: Valerie F. Lewis, Commissioner

DATE: October 1, 2002

SUBJECT: REQUEST FOR PROPOSALS: NEW TEACHER QUALITY PARTNERSHIP GRANTS

We are pleased to invite grant applications under the new Teacher Quality Partnership Grant Program. For 2003, the Connecticut Department of Higher Education is authorized to award \$663,199 for professional development activities serving teachers, paraprofessionals and principals.

Grants are awarded for a period of 17 months. Funded programs are to be conducted during the 2003 summer session, the 2003-2004 academic year and end no later than September 30, 2004.

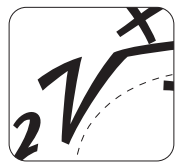
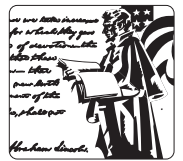
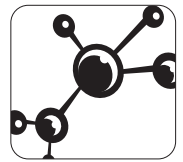
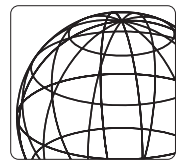
This new program differs in several significant respects from its predecessor, the Eisenhower Professional Development Grant Program:

- applicants must be partnerships of college education divisions and schools of arts and sciences working together with high need schools and/or school districts although additional partners are encouraged;
- grant funds support projects across all academic subjects;
- multi-year projects are allowed; and
- a variety of important new project priorities address state needs pertaining to mathematics and science instruction, minority teacher recruitment, and mentoring programs, among others (see page 5).

Colleges, schools and others considering an application for a Teacher Quality Partnership Grant are strongly encouraged to consult with the Department of Higher Education prior to submission. Please contact Constance Fraser at (860)947-1801 for further information about this year's competition. This application also may be downloaded from www.ctdhe.org.

2003 TEACHER QUALITY PARTNERSHIP GRANTS
CONNECTICUT DEPARTMENT OF HIGHER EDUCATION

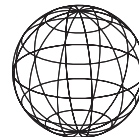
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GRANT SCHEDULE

Request for Proposals Available	October 1, 2002
Proposals Due	January 10, 2003
Announcement of Grant Awards	February 7, 2003
Program Period Begins	April 1, 2003
Program Period Ends	September 30, 2004



BACKGROUND

THE TEACHER QUALITY PARTNERSHIP GRANT PROGRAM

The No Child Left Behind Act of 2001, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), focuses on raising student achievement by developing and supporting a high quality teaching force. The new Title II, Part A of ESEA creates Improving Teacher Quality State Grants to strengthen teacher quality and increase the number of highly qualified teachers and principals. In Connecticut, the higher education portion of this initiative is known as the *Teacher Quality Partnership Grant Program*.

Based on a competitive review process, the Teacher Quality Partnership Grant Program provides financial assistance for sustained, high quality professional development activities in 10 core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, the arts, history and geography) to ensure that:

- *teachers and paraprofessionals* (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach, including knowledge of how to use computers and other technology to strengthen student learning,
- *principals* have the instructional leadership skills to help them work most effectively with teachers so that students master core academic subjects, and
- *teachers, paraprofessionals and principals* have the ability to use challenging state academic content standards, student achievement standards and state assessments to improve instructional practices and student learning, and to share this knowledge with their colleagues.

The Teacher Quality Partnership Grant Program replaces the Eisenhower Professional Development Grant Program and its mandated focus on mathematics and science, although these two fields remain important priorities (see page 5). The new program encourages colleges and schools to use funds creatively to address a range of challenges to teacher quality through a variety of means such as workshops, online academies and mentoring to broader, multi-year strategies for aligning professional development with school and district needs. Professional development activities must enroll at least **15 participants** and have a minimum of **30 contact hours** in addition to follow-up sessions. Regardless of a project's scope or duration, all must be grounded on scientifically-based research and must incorporate a comprehensive, rigorous and effective plan for evaluation.

PROGRAM OPERATION

A. Available Funds

For 2003, the Connecticut Department of Higher Education is authorized to award \$663,199 in competitive Teacher Quality Partnership Grants. Project periods may vary but should be conducted between April 1, 2003 and September 30, 2004. Requested project amounts depend on the scope of activities proposed; there are no minimum or maximum award limits.

Funding is on an annual basis; projects proposing multi-year activities are allowed over a period of three grant cycles. Projects are required, however, to apply each year and will be supported based on available funds and documented progress in meeting stated objectives.

B. Eligible Applicants

Applicants must be partnerships consisting at a minimum of the following three components:

- 1) a Connecticut public or independent institution of higher education and the division of the institution that prepares teachers and principals – in most cases a teacher preparation program (see list on page 8),
- 2) one or more schools or departments of arts and sciences at that institution, and
- 3) one or more high need schools or school districts in Connecticut.*

Teacher Quality Partnerships also may include other schools or school districts (not necessarily high need), public charter schools, educational service agencies, non-profit educational organizations, other institutions of higher education (including community colleges), schools of arts and sciences within those institutions, other teacher preparation programs, non-profit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, and principal organizations or businesses.

Eligible non-profit organizations (such as museums, libraries and educational partnership organizations) must have records of demonstrated effectiveness in working with teachers as well as evidence of financial stability.

Please note that no single participant in an eligible partnership may use more than 50 percent of the partnership's grant award. Federal law also requires any project receiving both a Teacher Quality Partnership Grant and an award under the federal Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the Higher Education Act of 1965 to coordinate activities conducted under the two awards.

*High need schools and districts are defined as those that:

- serve no less than 10,000 children from families with incomes below the poverty line OR those for which not less than 20 percent of the children served are from families with incomes below the poverty line, and
- have a high percentage of teachers not teaching the academic subjects or grade levels that the teachers were trained to teach OR for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

C. Project Priorities

In reviewing grant applications, the Connecticut Department of Higher Education will give preference to proposals which provide evidence of addressing at least one or more of the following priorities:

Proposals focusing on mathematics and science

1. Projects that strengthen the subject knowledge of mathematics and science among *pre-service* and *elementary school* teachers, such as academies and online training seminars.

Projects in *mathematics* should focus on improving teacher content knowledge of algebraic thinking, data analysis, fractions, geometry and measurement, probability, proportional reasoning and extended open-ended problem-solving.

Projects in *science* should prepare teachers in the use of appropriate instructional technologies and inquiry-based approaches; designing and running open-ended labs; remote sensing techniques; biotechnology; designing performance assessments; and strengthening teacher expertise in electricity and magnetism, thermodynamics, kinetics, organic chemistry, molecular genetics/biology and earth science.

2. Projects that strengthen the *writing abilities* of teachers of math, science and language arts.

Proposals focusing on other subject areas

1. Projects that increase the content mastery of teachers in the essential themes, events, personalities and movements that define the American experience so that students clearly understand the ideas, ideals and institutions that have shaped our country since its founding.

Proposals focusing on recruitment and beginning teachers

1. Projects that help to recruit and prepare paraprofessionals and others (especially those from minority backgrounds) to meet requirements for teacher certification, such as mentor programs for community college students, job shadowing, supplemental content instruction and training for Praxis.
2. Projects that create school-based fellowship/mentoring programs to provide beginning teachers with opportunities to work under the guidance of experienced teachers and college faculty.

Proposals focusing on in-service teachers

1. Projects that increase the expertise of teachers in conducting research and applying research to instructional practices.
2. Projects that support exemplary teaching practices that result in improving student achievement.
3. Projects that provide teachers with intensive subject matter instruction and prepare them to share the results of this training with school colleagues.

Proposals focusing on principals and superintendents

1. Projects which assist in recruiting prospective principals, and improving the leadership skills of current and/or prospective principals and superintendents.

In addition, the Department will give preference to projects which make use of federal Title II, Part A funds awarded directly to school districts, and/or GEAR UP funds awarded to Bridgeport, Hartford and New Haven Schools as well as those projects which demonstrate strong involvement by participating schools and/or districts in planning and supporting the proposed activities as evidenced by matching contributions, funds for substitutes and guarantees of teacher participation.

PROPOSAL PROCEDURES

A. General Requirements

Applicants are to submit 15 copies (one original, 14 copies) of each proposal and supporting materials to the Connecticut Department of Higher Education, Teacher Quality Partnership Grant Program, ATTENTION: Constance Fraser, Director, 61 Woodland Street, Hartford, CT 06105-2326 by Friday, January 10, 2003, 4:00 pm. Applicants should adhere to the following format.

B. Proposal Format

1. **Application Cover Sheet & Abstract** — Summarize the proposed project as indicated on pages 11-12, including a concise description of the proposed project and authorized signatures.
2. **Calendar of Activities** — Detail all proposed activities using the chart on page 13.
3. **Budget Summary & Narrative** — Provide total funding requirements for each budget category (page 15), as described in the Budget Explanation on page 16. Attach a concise narrative description for each budget category indicating how costs were derived. Indicate the percentage of funds to be received by each partner (note that no partner may use more than 50 percent of the grant award).
4. **Project Narrative** — Provide a complete, clearly-written (i.e. jargon-free) description of the proposed project, not to exceed 15 pages, numbered, double-spaced and using a 12 point type font and one-inch margins organized by the subsections (a) through (f) listed below:
 - a) *Demonstrated Need* — Describe how the project meets the professional development needs of the participating schools and/or school district(s), with national and state standards and with one or more Project Priorities listed on page 5. Include the research base underpinning this project.
 - b) *Goals and Anticipated Outcomes* — List the project's goals and anticipated outcomes, including what teachers and students will know and be able to do **differently** in the classroom as a result of this project.
 - c) *Project Blueprint* — Provide a schedule and detailed description of all activities and, if appropriate to the project, a syllabus of each session or course which includes participant requirements, materials to be used, instructional plan, proposed session dates and follow-up schedules. Be as specific as possible. List all professionals/faculty working on the project, explaining their roles, responsibilities and credentials that make them an appropriate choice for these responsibilities.
 - d) *Access of Underrepresented/Underserved Groups* — Specify how the project will prepare teachers to differentiate instructional strategies for serving students from diverse backgrounds including females, minorities, individuals with disabilities, limited-English proficient students and economically disadvantaged students.
 - e) *Collaborative Process* — Describe 1) how teachers and school administrators were actively and significantly involved in the planning process and 2) the interaction between education faculty and faculty from other fields. If applicable, explain how this project's activities are coordinated with those supported by grant funds received under the federal Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the Higher Education Act of 1965.
 - f) *Evaluation Plan* — Describe how the project's evaluation plan relates to its objectives and include the means to assess increases in teachers' content knowledge. Indicate who will conduct the evaluation and when it will be done (during the activity and/or following the program).

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5. **Supporting Materials** — Include documents completed by each participating school and/or district describing its involvement in planning the professional development activities, linkage to local professional development plans and K-12 Title II funds (if applicable), contributions of personnel and/or resources to the project, and agreement to the terms and conditions of the proposal. The school or district must specify the number of teachers who will participate in the project. Please note that a letter of support for the project and agreement to participate does not constitute evidence of involvement in planning.
 6. **Vitae** — Provide a **one-page** vitae for all project directors, faculty and consultants who will manage the proposed project or provide professional development activities.
 7. **Evaluation Instruments** — Provide copies of all proposed evaluation instruments to be used in the project.
 8. **Statement of Demonstrated Effectiveness** — Applies to all non-profit, non-higher education organizations conducting or participating in projects. Each non-profit organization must show: a) previous experience in implementing successful programs for teachers, b) evidence that employees possess the experience necessary to deliver professional development activities for teachers and c) documentation of financial stability, e.g. an audit or annual report.

CRITERIA FOR REVIEWING PROPOSALS

Following staff review for eligibility and compliance with application requirements, an external review committee comprised of representatives from appropriate disciplines from colleges, universities, schools and school districts, the State Department of Education and professional organizations will evaluate proposals using the criteria outlined below.

A. Completeness of Proposal

Proposals must contain these items:

1. Application with all required information and signatures
2. Calendar of Activities
3. Budget Summary and Narrative
4. Project Narrative
5. Supporting Materials
6. Vitae
7. Evaluation Instruments
8. Statement of Demonstrated Effectiveness (required of non-profit organizations only)

B. Quality of the Proposal

Proposed activities must show evidence of:

1. Degree to which they address Project Priorities listed on page 5.
2. Specific strategies for meeting project goals within a reasonable timetable.
3. Effectiveness of measures to evaluate the achievement of project goals and participant outcomes.
4. Reasonable use of resources and involvement of staff who have appropriate qualifications and experience.
5. Budget clarity, justification and cost-effectiveness.
6. Degree of involvement by schools and/or districts in planning the project.

C. Other Considerations

1. The geographic distribution of the projects or teachers served.

Written notice of grant awards will be made to all applicants no later than February 7, 2003. Grants will be issued to each successful project sponsor after a signed agreement on the terms of the award has been received by the Connecticut Department of Higher Education. Terms of the award include completion of contract compliance forms.

CONNECTICUT TEACHER PREPARATION PROGRAMS

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James McKenna, Director
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Hartford, CT 06105-2326
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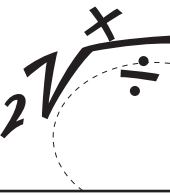


CHECKLIST FOR COMPLETED APPLICATION

A complete application shall consist of these items:

- 1. **Application — pages 11 - 12**
- 2. **Calendar of Activities — page 13**
- 3. **Budget Summary and Budget Narrative — pages 15 - 16**
- 4. **Project Narrative**
- 5. **Supporting Materials**
- 6. **Vitae**
- 7. **Evaluation Instruments**
- 8. **Statement of Demonstrated Effectiveness (required only of non-profit organizations)**

2003 TEACHER QUALITY PARTNERSHIP GRANTS
CONNECTICUT DEPARTMENT OF HIGHER EDUCATION
GRANT PROPOSAL APPLICATION COVER SHEET



1. PROJECT TITLE _____

2. SPONSORING INSTITUTION _____

Address _____

City _____ State _____ Zip Code _____

Project Director(s) _____ Department _____

Telephone (___) _____ Fax (___) _____ Email _____

Division of Education Partner

Name _____ Title _____

College/University _____

Telephone (___) _____ Fax (___) _____ Email _____

School of Arts and Sciences Partner

Name _____ Title _____

College/University _____

Telephone (___) _____ Fax (___) _____ Email _____

School/District Partner

Name _____ Title _____

School/District _____

Telephone (___) _____ Fax (___) _____ Email _____

Additional Partners: please attach a list of any additional partners using the above format.

3. PROJECT CHARACTERISTICS

Subject (check all that apply): ___ Math ___ Science ___ English ___ Reading or Language Arts

___ Foreign Languages ___ Civics and Government ___ Economics ___ Arts ___ History ___ Geography

Type of Project (check all that apply): ___ Preservice ___ Inservice ___ Retraining ___ Principal Training

Grade Level (check all that apply): ___ Elementary ___ Middle/Junior High ___ High School

Project Beginning Date: _____ Project Ending Date: _____ Duration (contact hours): _____

Estimated Number of Participants: _____ Estimated Number of Students Impacted: _____

4. BUDGET

Requested Teacher Quality Funds \$ _____ Matching Funds \$ _____

Teacher Quality Cost/
Participant/Contact Hour \$ _____ Total Cost \$ _____

5. COORDINATION WITH HIGHER EDUCATION ACT

Is your institution, or any of the project partners, a recipient of a grant from the federal Partnership Program for Improving Teacher Preparation, Section 203 of Title II of the Higher Education Act of 1965? ____ Yes ____ No

6. PROJECT ABSTRACT (Use the space provided below.)

Project Description & Objectives (summarize the need, goals and intended participants of your project):

Project Timeline (summarize your project's format, delivery methods and schedule):

Evaluation Plan

(summarize how you will measure the impact of your project on improving teaching and student learning):

7. CERTIFICATION BY AUTHORIZING OFFICIAL (Vice-President or above)

Name _____ Title _____

Signature _____ Date _____

**2003 TEACHER QUALITY PARTNERSHIP GRANTS
CONNECTICUT DEPARTMENT OF HIGHER EDUCATION**



CALENDAR OF ACTIVITIES

PROJECT TITLE _____

Summary of Activities										
April 2003										
May 2003										
June 2003										
July 2003										
Aug. 2003										
Sept. 2003										
Oct. 2003										
Nov. 2003										
Dec. 2003										
Jan. 2004										
Feb. 2004										
Mar. 2004										
April 2004										
May 2004										
June 2004										
July 2004										
Aug. 2004										
Sept. 2004										

2003 TEACHER QUALITY PARTNERSHIP GRANTS
CONNECTICUT DEPARTMENT OF HIGHER EDUCATION

BUDGET SUMMARY*



PROJECT TITLE _____

Budget Category	Requested Teacher Quality Funds	Other	Total
1. PERSONNEL COSTS			
A1. Salaries, Key Personnel (Faculty, Admin.)	_____	_____	_____
A2. Fringe Benefits (at approved rates) (%)	_____	_____	_____
B1. Salaries, Support Personnel (Clerical, Grad. Assts.)	_____	_____	_____
B2. Fringe Benefits (at approved rates) (%)	_____	_____	_____
Subtotal, Personnel Costs	_____	_____	_____
2. CONSULTANTS	_____	_____	_____
3. TRAVEL	_____	_____	_____
4. SUPPLIES & MATERIALS	_____	_____	_____
5. EQUIPMENT RENTAL	_____	_____	_____
6. PARTICIPANT COSTS (i.e., stipends, books, other support costs)	_____	_____	_____
7. TOTAL DIRECT COSTS (Sum of Items 1-6)	_____	_____	_____
8. INDIRECT COSTS**	_____	_____	_____
9. TOTAL PROJECT COSTS	_____	_____	_____

*See Budget Explanation on next page.

** Limited to no more than 8% of the Total Direct Costs (line 7) excluding equipment, stipends, tuition and honoraria.

BUDGET EXPLANATION

1. SALARIES

Please explain all salary requests. Staff salaries should be prorated for the period/percentage of time committed to the project. Be specific. Some administrative/secretarial time should be donated as an in-kind contribution. Fringe rates for staff should be prorated for time on the project. Preference will be given to applicants who charge lower levels of administrative costs.

Please note that the grant cannot support both the cost of full tuition for participants and salaries for instruction. You must choose one or the other, either salaries and benefits or cost of tuition.

2. CONSULTANTS

Enter all essential contractual arrangements including consultants, K-12 master teachers, and other service subcontracts essential to the proposed activity. The maximum allowable consultant rate for Teacher Quality Partnership Grants is **\$450 per day**.

3. TRAVEL

Please itemize all travel requests for all project staff or participants.

4. SUPPLIES & MATERIALS

Identify all items necessary to conduct the proposed activity for teacher training during the project such as books, software, instructional tools, printing, postage and all laboratory supplies. Grant funds cannot support the purchase of full sets of classroom materials for students of participating teachers. School districts are encouraged to provide materials needed for classroom implementation.

5. EQUIPMENT RENTAL

Enter the costs of leasing any equipment essential to the conduct of the proposed activity. Purchases of capital equipment are **not** allowed.

6. OTHER COSTS

Enter any other costs essential to the conduct of the proposed activity, including all participant costs, stipends, tuition, subsistence, etc. Teacher stipends are limited to **\$60 per day** for summer training. Grant funds cannot be used for substitutes while teachers are on release time (substitute salaries should be contributed by districts as an illustration of the district's commitment to the proposed project. School districts have federal Title II, Part A funds available to support in-service activities such as those funded by this program).

CONDITIONS OF CONTRACT

1. ACCEPTANCE OR REJECTION BY THE STATE

The State reserves the right to accept any or all proposals submitted for consideration.

2. CONFORMANCE WITH STATUTES

Any contract awarded as a result of this RFP must be in full compliance with statutory requirements of the State of Connecticut and the Federal Government.

3. OWNERSHIP OF PROPOSALS

All proposals in response to this RFP are to be the sole property of the State, and subject to the provisions of Section 1-19 of the Connecticut State Statutes (re: Freedom of Information).

4. AMENDING OR CANCELLING REQUESTS

The State reserves the right to amend or cancel this RFP prior to the due date and time, if it is in the best interest of the agency and the State.

5. STATE'S CLERICAL ERRORS IN AWARDS

The State reserves the right to correct inaccurate awards resulting from its clerical errors.

6. CHANGES TO PROPOSAL

No additions or changes to the original proposal will be allowed after submittal. While changes are not permitted, clarification at the request of the agency may be required at the institution's/ organization's expense.

7. RIGHTS RESERVED TO THE STATE

The State reserves the right to award in part, to reject any and all proposals in whole or in part, to waive technical defects, irregularities and omissions if, in its judgement, the best interest of the State will be served.

Additional copies of this grant application
may be obtained by contacting the
Connecticut Department of Higher Education
or visiting **www.ctdhe.org**.

All requests for information and questions concerning the
Teacher Quality Partnership Grant Program should be
addressed to:

Constance Fraser, Director
Connecticut Department of Higher Education
61 Woodland Street, Hartford, CT 06105-2326
(860)947-1801 • (860)947-1310 (FAX)
E-Mail: CFraser@ctdhe.org



State of Connecticut