

Teacher Quality Partnership Grant Program

**2010
Request for
Proposals**

**Proposals Due
Friday, January 8, 2010**



State of Connecticut
Department of Higher Education

61 Woodland Street
Hartford, CT 06105-2326
www.ctdhe.org/TQP

2010 TEACHER QUALITY PARTNERSHIP GRANT PROGRAM
CONNECTICUT DEPARTMENT OF HIGHER EDUCATION

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GRANT TIMELINE

Request for Proposals (RFP) announced	October 27, 2009
Proposal submission deadline	January 8, 2010
Announcement of grant awards	Mid-February 2010
Project funding period begins	April 1, 2010
Project funding period ends	August 31, 2011

This Request for Proposals and relevant forms are available at www.ctdhe.org/tqp.
Questions concerning proposals should be directed to Constance Fraser at 860/947-1801 or
cfraser@ctdhe.org.

THE TEACHER QUALITY PARTNERSHIP GRANT PROGRAM

BACKGROUND

The Teacher Quality Partnership Grant Program seeks to raise student achievement by strengthening the effectiveness of teachers and other school personnel through rigorous and relevant professional development conducted by partnerships of higher education institutions and Local Education Agencies (LEAs, i.e. schools or school districts). It is authorized by the federal Elementary and Secondary Education Act as amended by the No Child Left Behind Act (Public Law 107-110, Title II, Part A, Subpart 3). The program allows states flexibility to select strategies that best meet their particular needs for improved teaching that in turn help raise student achievement in 10 core academic subjects: the arts, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts and science.

Grant-funded projects are to be built around one or more of the following three objectives:

- **teachers and highly qualified paraprofessionals and - where appropriate - principals** have a command of subject matter knowledge in the academic subjects that the teachers teach, including knowledge of how to effectively infuse the use of computers and other technology in classrooms, 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, highly qualified paraprofessionals and principals** have the ability to use challenging state academic content standards, student achievement standards, state assessment data and college admissions standards to improve instruction and student academic achievement.

The Connecticut Department of Higher Education is responsible for administering the program and in this Request for Proposals seeks projects that address **college readiness, provide teacher training in mathematics and content-based reading and writing, and strengthen collaboration between K-12 and higher education** (see Recommended Activities, page 5).

Projects should be designed chiefly for **middle and high school in-service teachers**. In-service elementary teachers may be included if they are an integral part of a learning team spanning different grade levels or are in some other way critical to the design of the project. Although pre-service teacher candidates may attend proposed training, project funds cannot be used to support pre-service teachers.

The Teacher Quality Partnership Grant Program does not support the creation of alternate certification programs.

GRANT AMOUNTS

The Connecticut Department of Higher Education has approximately **\$840,000** available to support 2010 Teacher Quality Partnership Grant projects.

Requested project amounts depend on the scope of activities proposed; there are no minimum or maximum award limits. Grant amounts for the five Teacher Quality Partnership Grant projects funded last year ranged from \$90,000 to \$145,000. Large scale projects of significant depth and promise are encouraged. Applicants may submit multiple proposals and may receive funds for more than one project.

While matching funds from partners are not required, **contributions and in-kind support are highly desirable** and will be a factor in the final selection of proposals.

Funding is on an annual basis; however, **multi-year activities** are possible over a period of three grant cycles based on available funds and documented progress in meeting stated goals. Multi-year projects should provide a coordinated plan of activities over two or three years rather than repeating an annual project two or three times.

ELIGIBLE APPLICANTS

To be eligible for consideration, projects are to be planned, designed and implemented by partnerships comprised of **three principal partners**:

- a Connecticut public or independent institution of higher education and the division of the institution that prepares teachers and/or principals,
- a division, school or college of arts and sciences, and
- a Connecticut LEA.

The Teacher Quality Partnership Grant Program is intended to serve LEAs in greatest need of assistance, especially “high-need LEAs.” The following seven Connecticut LEAs meet the federal definition of a “high-need LEA:”

- Bridgeport
- Hartford
- New Britain
- New Haven
- New London
- Waterbury
- Windham

A LEA serving as a principal partner may **or** may not be one of these seven districts. Each project, however, must involve teachers or administrators from one of these seven districts either as an additional partner or as a beneficiary of the proposed activities.

A school of education and the college of arts and sciences may be within the same higher education institution, but need not be.

Community colleges which have formal articulation agreements with four-year institutions in teacher preparation may participate as an arts and sciences principal partner, provided that the four-year institution also is part of the project.

In addition to the principal partners, eligible partnerships may include other LEAs (not necessarily high-need), public charter schools, other educational service agencies, non-profit educational organizations, other institutions of higher education, other schools of arts and sciences within a higher education institution, other teacher preparation programs, non-profit cultural organizations, entities carrying out pre-kindergarten programs, teacher or 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.

All partners must be involved throughout all stages of a project. Meaningful collaboration among education and arts and sciences faculty in designing, conducting and evaluating the project is required to ensure that the project integrates teaching skills with substantive content knowledge. Teachers, administrators and other LEA personnel to be served from the project must be part of project planning to ensure that the project will meet their needs and schedules.

Any partner to a project may serve as its fiscal agent.

PROJECT REQUIREMENTS

Teacher Quality Partnership Grant projects must:

- integrate content knowledge with teaching skills; projects which provide pedagogical professional development divorced from core content cannot be funded.
- be aligned with Connecticut’s K-12 Curriculum Frameworks and Standards and corresponding assessment guidelines available at www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321694.
- be grounded in relevant “scientifically-based research” (see definition, page 18) so that students benefit from teaching practices and methods that are drawn from what is known to work.
- offer opportunities for private K-12 school personnel, located within a participating LEA, to be involved in the design or implementation of the project. Each partnership must contact private schools in the districts it will serve and offer them the opportunity to participate in grant-related activities.
- assure that no single participant in an eligible partnership may use more than 50% of the funds awarded to the project. This 50% rule focuses not on which partner receives the funds, but on which partner directly benefits from them. This applies to all costs of running and administering the program. In satisfying this rule, instructional costs charged to the grant may be regarded as being used by the higher education school of education or arts and sciences for salaries, etc., and by the LEAs for teacher support and may be distributed accordingly. Likewise, tuition charged to the grant may be treated in the same manner.
- coordinate project activities with activities supported by grants received by any project partner under section 203 of the 1998 amendments to the federal Higher Education Act (<http://www.ed.gov/policy/highered/leg/hea98/sec201.html>).

In addition, projects may be required to participate in **external evaluation activities** led by an independent team selected by the Department of Higher Education. These include site visits, project director meetings, and sharing of various forms of evaluation data. Some data may be collected by the evaluation team and shared with project directors; other data may be collected within each project and shared back with the evaluation team. To support the external evaluation, each selected project may be awarded additional funds earmarked for this purpose. Each project is required, however, to develop and implement its own plan for assessing changes in the content knowledge and instructional practices of its participants that have resulted from the project activities.

PROJECT DESIGN

Partnerships may design their projects using a variety of professional development models but must follow an intensive and sustained instructional format to have a lasting and positive impact on teachers’ classroom performance.

Each project is expected to serve **at least 25 participants** and provide at least **45 contact hours of instruction, plus 15 hours of ongoing follow-up support**. Typical formats for projects involve an initial summer institute with a substantial follow-up system in the academic year – not simply one-day/occasional mid-year workshops or other short-term workshops or conferences – or a full-year instructional program with ongoing support activities that provide reinforcement and implementation assistance to participants.

Projects have 17 months within which to receive funds, and may conduct activities within any period of that timeframe providing at least the minimum requirements for contact hours and follow-up are met.

The most successful projects in the past have incorporated features such as:

- **Thorough involvement** by all partners in all stages of the project, from planning to implementation to final evaluation activities.
- A **sound balance** of content instruction and hands-on activities or modeling of classroom applications.
- Use of practicing teachers as seminar **instructors and/or coaches**.
- Participation by **administrators** which has proven to be a key element in aligning training with school needs and supporting classroom implementation of new teaching strategies.
- Involvement of school-based **teams** of teachers, highly qualified paraprofessionals and principals who will work together throughout the year.
- Involvement of **district curriculum specialists** in teacher recruitment and publicity activities.
- **Ongoing follow-up support** from project personnel during the school year, with clear initial specifications for participants of expectations for school year activities, including opportunities for sharing classroom implementation experiences with fellow project participants.

RECOMMENDED ACTIVITIES

In reviewing grant applications, preference will be given to proposals which:

- address college readiness, improve curriculum alignment, and provide new ways for teachers to prepare students with the necessary content proficiency to succeed in entry-level college courses with the ultimate goal of increasing college attendance and completion. (As an example, a project may seek to enroll high school teachers in college courses to learn new content, different pedagogy and learning expectations in the college setting. Another project may explore course alignment and content gap analysis, in which faculty from the same discipline collaboratively review student work from both high school and college courses).
- Provide sustained and intensive professional development in mathematics, and reading and writing in the content areas to raise student achievement on college placement exams and reduce enrollment in developmental courses.
- Improve communication and collaboration across Connecticut's education system spanning educators in K-12, community colleges and baccalaureate institutions.

PROPOSAL PROCEDURES

Proposals must be received no later than **4:00 pm. on January 8, 2010** via email or hard copy to: Constance Fraser, Teacher Quality Partnership Grant Program, Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; cfraser@ctdhe.org. Electronic proposals must be submitted in one PDF file; if submitting by mail or hand delivery, 10 copies are required.

Applications must adhere to the following format.

1. **Application Cover Sheet & Abstract** — Complete the Cover Sheet and provide a concise summary of the project on page 9.
2. **Project Activity Summary & Project Personnel Roles & Responsibilities** — Outline the project's fundamental timeline, subject matter, outcomes and personnel as indicated on pages 10 and 11.
3. **Budget Summary & Narrative** — Provide total funding requirements for each budget category (page 12) as described in the Budget Narrative on pages 13-14. The Budget Summary is available in Excel via email request or by accessing www.ctdhe.org/TQP. Attach a narrative description for each budget category indicating how costs were derived and explaining contributions. There is no page limit for the Budget Narrative, allowing applicants the opportunity to fully articulate how activities

will be funded and costs were computed. Reviewers generally give close attention to the Budget Narrative.

4. **Cooperative Planning Agreement** — Include the Cooperative Planning Agreement (page 15) indicating that all members of the partnership are aware of their respective roles and agree to the conditions of the application.
5. **Project Narrative** — Provide a clearly-written, jargon-free, description of the proposed project, not to exceed 17 pages, numbered, double-spaced and using a 12 point type font and one-inch margins organized by the subsections (a) through (e) below.

a) *Demonstrated Need*

- Describe the needs for both teachers and LEAs.

For teachers, identify specific needs for content knowledge and instructional improvement. Thoroughly document how teacher needs were determined; the inclusion of results from a needs assessment instrument (not an interest inventory) that identifies gaps in teacher preparation is recommended. The needs assessment should be completed before making this application.

For LEAs, provide indicators of need such as high drop-out rates, low college-going rates, difficulties meeting AYP Goals, and low scores on state assessments. Explain how the project aligns with district/school professional development or improvement plans. Do not provide summaries of needs from national studies and reports.

b) *Measurable Objectives*

- List the project's individual content and instructional objectives and discuss how they relate to the demonstrated needs discussed above. The objectives should explain what teachers should know (content objective) and know how to do (instructional skills objective) differently by the project's end date. These should be as explicit as possible as they will form the basis of the project's evaluation.

c) *Project Activities*

- Describe the format and content of each of the proposed project activities and explain how they fulfill the project's objectives and relate to Connecticut's K-12 Curriculum Frameworks and Standards.
- Explain how the proposal originated and why the chosen activities were selected.
- Describe the scientifically-based research on which the project's approach rests.
- Explain how the project activities fit together and reinforce each other. For example, discuss how academic year activities reinforce and expand upon summer activities.
- Present a recruitment plan for enrolling and selecting project participants, and a retention strategy for assuring full attendance throughout the life of the project (e.g. phased-in stipends, release time provisions, ongoing communications with participants). Note that follow-up in schools often requires prior approval by principals and teachers so it is critical that school staff be involved in planning follow-up elements.
- Describe how private schools in participating districts have been informed of this project.
- Describe the project's internal evaluation process for measuring the project's effectiveness in achieving each project objective discussed above. Evaluation measures may include pre- and

post-tests, classroom observations, reflective journals or other assessments of teacher efficacy, student achievement and evaluations of teachers' planned activities.

d) *Collaboration & Capacity*

- Describe role of each partner in designing and conducting the project. Include a brief chronology of planning meetings and a list of attendees.
- Indicate how each participating school or district will support project goals, e.g. by providing release time, stipends or classroom materials necessary to conducting training and implementing new teaching practices. Similarly, indicate how participating colleges will support project goals, e.g. by providing access to on-going faculty expertise and/or mentors, classroom or laboratory space, and impacts on college instruction and faculty partnerships.
- Explain the partnership's governance structure regarding decision-making, communication and fiscal responsibilities. Explain how project activities will be monitored over the course of the grant. Also explain how communications will occur between project personnel and participants during the school year, and how follow-up support will be documented.
- Attach a one-page vitae, or one-to-two paragraph biographical summary, for all project directors, faculty, consultants and other personnel who will manage the proposed project or provide professional development activities.

e) *Dissemination & Sustainability*

- Describe the project's strategies to be used to increase the likelihood that teachers will implement the newly learned knowledge and instructional approaches into their classrooms.
- Describe how lessons learned from the project will be applied by the school of education partner in its teacher preparation programs.
- Describe how lessons learned from the project will be disseminated and made available for future use.
- Describe the partnership's plans for meeting and continuing the project's goals beyond the grant period.

6. **Statement of Demonstrated Effectiveness** — Applies to all non-profit organizations (excluding schools and colleges) conducting or participating in projects. Each non-profit organization must document: a) past effectiveness in providing professional development by providing the title, dates and location of activities, a summary of course/workshop content and activities, and evidence of project outcomes such as a final evaluation; and b) financial stability, e.g. its most recent independently audited financial statement.

Continuation projects must submit all of the above information with the exception of the Cooperative Planning Agreement, vitae for continuing personnel and Statement of Demonstrated Effectiveness (if applicable). In lieu of a Project Narrative, continuation projects must submit a Progress Report of up to 10 pages, summarizing participant demographics, enrollment and retention; completed and planned activities; modifications to the original proposal; collaborative planning; and project impact, including results of participant assessments.

CRITERIA FOR REVIEWING PROPOSALS

External review panels comprised of representatives from appropriate disciplines from colleges, universities, schools and school districts, the State Department of Education and professional organizations will evaluate eligible proposals based on the types of criteria listed below. Reviewer ratings and comments will serve as a significant, but not the only, aspect of final award selection made by the Department of Higher Education. Title II A, Subpart 3, also requires that grants be awarded with consideration to geographic distribution.

Review Criteria Categories

1. Extent of Need for the Project
2. Clarity and Alignment of Project Objectives and Outcomes
3. Efficacy of Plan
4. Project Evaluation
5. Partnership Commitment and Capacity
6. Adequacy of Budget and Personnel
7. Special Considerations, including but not limited to: project emphasis on addressing program priorities, extent of contributions, geographic distribution of proposals and overall proposal quality.

APPLICATION CHECKLIST

Proposals must contain these items in this order:

1. ____ **Application & Cover Sheet** (page 9)
2. ____ **Project Activity Summary** (page 10)
3. ____ **Project Personnel Roles & Responsibilities** (page 11)
4. ____ **Budget Summary & Narrative** (page 12)
5. ____ **Cooperative Planning Agreement** (pages 15-16)
6. ____ **Project Narrative**
7. ____ **Vitae** or biographical summaries
8. ____ **Statement of Demonstrated Effectiveness** (required of non-profit organizations only)

Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified. The Connecticut Department of Higher Education reserves the right to withhold grants if in its judgment no proposal merits funding.

GRANT AWARDS & REPORTING REQUIREMENTS

Following final program and budget negotiations, grants will be issued to each successful project 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. Grantees may request up to 80% of their awards at the start of the program, with the remaining 20% awarded once the project has ended and all reports are submitted.

In addition to information required for evaluation purposes, successful applicants are required to submit preliminary, six-month and final narrative reports. Information required for these reports includes, but is not limited to: participant demographic information; description of personnel activities; summary of promotional, recruitment and retention efforts; description of collaborative planning; summary of each project activity; evidence of impact on teachers, classroom instruction and student achievement; description of evaluation and dissemination activities; sources and amounts of outside contributions and/or matching funds; and conclusions and recommendations for program planners.

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Grant Application Cover Page

PROJECT TITLE _____

PRIMARY PROJECT DIRECTOR _____

Address _____

Telephone (___) _____ Email _____

APPLICANT PARTNERS

Institution and Division that Prepares Teachers _____

Institution and Division of Arts and Sciences _____

Local Education Agency _____

Other (if applicable) _____

Project Beginning Date _____ Project Ending Date _____

Duration (in contact hours) of Instructional Activities _____ Follow-Up Activities _____

Est. # Participants _____ Est. # Students Impacted _____

ABSTRACT: In 250 words or less, describe your project activities. (This abstract may be reproduced by the Department of Higher Education for inclusion in news releases or other publications.)

FUNDING

Requested Teacher Quality Funds \$ _____ Contributions \$ _____ Total \$ _____

Cost per Participant Hour (total Requested Funds/# of Participants/# Contact Hours) \$ _____

CERTIFICATION OF AUTHORIZING OFFICIAL

This proposal complies with all applicable policies/regulations and carries the full endorsement of the applicant organization.

Authorized Officer's Name & Title (print) _____

Signature _____ Date _____

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Project Activity Summary

Start/End Date(s)	PD Activity & Contact Hours	Activity Leaders	Subject Matter to be Covered & State Standards to be Addressed	Expected Learning Outcomes

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Project Personnel Roles & Responsibilities

Provide the information requested in the table below to describe the human resources that will be used to carry out the project. In the qualifications column include the degree, area of specialization and relevant experience.

Name	Project Role	Responsibilities	Qualifications Related to Project
	e.g. Project Coordinator		
	e.g. Fiscal Coordinator		
	e.g. Professor		
	e.g. District Project Coordinator		

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Budget Summary¹ (round cents to nearest dollar)

Project Title _____

Budget Category	Higher Education Division of Education	Higher Education Division of Arts & Sciences	School District(s)	Additional Partners	Total
1. PERSONNEL COSTS					
A1. Salaries, Key Personnel (Faculty, Admin.)	_____	_____	_____	_____	_____
A2. Fringe Benefits (at approval rates) (%)	_____	_____	_____	_____	_____
B1. Salaries, Support Personnel (Clerical, Grad. Assts.)	_____	_____	_____	_____	_____
B2. Fringe Benefits (at approval rates) (%)	_____	_____	_____	_____	_____
Subtotal, Personnel Costs	_____	_____	_____	_____	_____
2. CONSULTANTS	_____	_____	_____	_____	_____
3. TRAVEL	_____	_____	_____	_____	_____
4. SUPPLIES & MATERIALS	_____	_____	_____	_____	_____
5. EQUIPMENT RENTAL	_____	_____	_____	_____	_____
6. PARTICIPANT COSTS (i.e., stipends, books, other supports costs)	_____	_____	_____	_____	_____
7. TOTAL DIRECT COSTS (Sum of Items 1-6)	_____	_____	_____	_____	_____
8. INDIRECT COSTS²	_____	_____	_____	_____	_____
9. TOTAL PROJECT COSTS	_____	_____	_____	_____	_____
10. PERCENT OF GRANT FUNDS EXPENDED³	_____	_____	_____	_____	_____
11. CONTRIBUTIONS	_____	_____	_____	_____	_____

¹See Budget Explanation on next page.

²Limited by EDGAR 75.562 to no more than 8% of the Total Direct Costs (line 7) excluding equipment, stipends, tuition and honoraria.

³Calculate the percent of the Total Project Costs (line 9) for each partner. For example, if the Total Project Costs for all partners was \$50,000 and the Total Project Costs for the Higher Education Division of Education was \$5,000, divide \$5,000 by \$50,000 and enter 10% on Item 10, column 1. Note: The NCLB Special Rule cited on page 4 limits each partner to no more than 50% of the grant.

BUDGET NARRATIVE

1. Personnel Costs

Explain all salary requests by name of individual and how salary requests were calculated. Staff salaries should be prorated for the period/percentage of time committed to the project, and be portrayed **on an hourly rate basis**. Be specific. 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 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 for non-higher education faculty such as K-12 master teachers and consultants. Consultants should be hired to perform **only those services** that cannot be provided by college faculty or school staff. All consultants should be clearly identified and the Budget Narrative must contain a rationale for their involvement and rate; the grant does not support preparation time for consultants.

3. Travel

Enter travel costs if travel is necessary for key personnel to conduct off-campus activities such as field trips and follow-up visits to schools. Enter travel costs for participants to field sites such as museums, waterways or industry laboratories; otherwise, travel funds should not be requested for participants. Mileage allowances may not exceed **55.0 cents per mile**.

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 are not available to supply or equip participants' classrooms; school districts are encouraged to provide these materials.

5. Equipment

Enter the costs of leasing any equipment essential to the conduct of the proposed activity. Purchases of capital equipment are not allowed. In accordance with EDGAR Part 80 Subpart C (Sec.80.32), any equipment (e.g. laptops, Smart Board, etc.) acquired under a grant is property of the grantee (CDHE) or subgrantee (LEA – not an individual) respectively. Districts purchasing equipment are required to follow the management requirements for maintaining property records, keeping a physical inventory and development of a control system.

Under EDGAR, items costing more than \$5,000 are considered equipment; items less than \$5,000 are supplies.

6. Participant Costs

Enter any other costs essential to the conduct of the proposed activity, including all participant costs, stipends, tuition, subsistence, etc. Teacher stipends should be consistent with local school district policies. No stipend is allowed for teacher participants if the project pays for substitutes or for tuition of credit-bearing professional development activities.

Grant funds may be used for substitutes while teachers are on release time, in accordance with district policies. LEAs, however, are encouraged to contribute funds for substitutes and/or stipends as an illustration of the district's commitment to the proposed project. (LEAs have federal Title II, Part A funds available to support in-service activities such as those funded by this program. School district

financial support is encouraged as an indication of the district's commitment to the project's implementation.)

Note that grant funds cannot be used to provide substitute teachers for participants from private schools.

7. **Indirect Costs**

Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. While a portion of one partner's direct costs (e.g. the salaries of mentor teachers paid by a college or university fiscal agent) may be considered used by another partner (e.g., the LEA in this case), the college or university and not the LEA is benefiting from being able to charge the indirect costs. Thus, funds used to pay indirect costs are best attributable to the partner that "uses" the corresponding funds as direct costs.

8. **Contributions**

As an indication of district commitment to implementing the proposed program, LEAs are *strongly* encouraged to provide in-kind contributions such as release time for teachers or other school personnel, mentors for new teachers, teacher stipends, payment of substitute teachers, tuition or travel reimbursement and/or technology resources.

Similarly, higher education partners are encouraged to contribute administrative/staff time, facilities and equipment as an indication of their commitment to the project.

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Cooperative Planning Agreement

Between

_____ and the participating partners in
(Name of institution submitting application)

the Teacher Quality Partnership Grant Program sponsored by the Connecticut Department of Higher Education. This Cooperative Planning Agreement reflects the commitment of each partner to the grant project, including the specific responsibilities and roles each one bears if the grant is awarded. The undersigned agree to abide by the conditions of the application. Partners also may add information that describes what they will receive from the grant project if funded, but partners **must** summarize their responsibilities to the project here.

Required Partners for Eligibility:

(1) Division/School of Education: _____

This partner's responsibilities to this project are / this partner will provide to the project:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name & Title (print) _____

Signature _____ Date _____

(2) Division/School of Arts and Sciences: _____

This partner's responsibilities to this project are / this partner will provide to the project:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name & Title (print) _____

Signature _____ Date _____

(3) Local Education Agency: _____

This partner's responsibilities to this project are / this partner will provide to the project:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name & Title (print) _____

Signature _____ Date _____

Other Partners (name each, summarize each one's role, and obtain the appropriate authorized signature from each entity):

(These pages may be duplicated or reproduced; all signatures do not have to be on the same page if each partner's role is summarized on the form prior to signature. Additional pages should be added to include additional partners.)

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DEFINITIONS

The following definitions are drawn from those included in the No Child Left Behind Act of 2001, Title IX-General Provisions, Part A-Definitions.

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, the arts, history or geography.

Eligible Partnership: This term includes a private or state institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization or a business.

High-Need Local Education Agency (LEA): An LEA that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of children served by the agency are from families with incomes below the poverty line; and 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 for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Highly Qualified Paraprofessional: A paraprofessional who has at least two years of experience in a classroom and one of the following: either at least two years of postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

Highly Qualified Teacher: a teacher who has not had certification or licensure requirements waived on an emergency, temporary or provisional basis. The teacher has obtained full state certification (including certification obtained through alternative routes to certification) as a teacher or passed the state teacher licensing examination and holds a license to teach in such state.

High Quality Professional Development: instructional activities that:

1. are based on scientifically-based research and state academic content standards, student academic achievement standards and assessment;
2. improve and increase teachers' content knowledge of the academic subjects they teach;
3. enable teachers to become highly qualified; and
4. are sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

Local Education Agency (LEA): a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools within the state; or a combination of school districts or counties recognized by the state as an administrative agency for its public schools. LEAs also include educational service agencies and consortia of those agencies.

Principal: The term "principal" includes an assistant principal.

Scientifically-Based Research: means research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Also includes research that:

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide reliable valid data across evaluators and observers, across the multiple measurements and observations, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

2010 TEACHER QUALITY PARTNERSHIP GRANT PROGRAM

STATEMENT OF ASSURANCES

The following (Items A – L) will be made a part of award documents resulting from this RFP.

- A. The applicant has the necessary legal authority to apply for and receive this grant.
- B. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- C. The program will operate in compliance with all applicable state and federal laws, regulations, policies and administrative directives, including the Education Department General Regulations (EDGAR), Parts 34 CFR 74 or 80 as appropriate, of the U.S. Department of Education, OMB Circulars No. A-102, A-110, A-133 and applicable cost principles under Circulars A-21 or A-87.
- D. Any funds received under this grant will not be used to supplant funds normally budgeted by the agency for programs or services of the same type. Specifically, the applicant will use these funds to provide new or additional services, equipment or materials, not to defray costs to maintain current levels of service.
- E. Narrative progress reports and expenditure reports will be submitted to the Department of Higher Education by the dates and in the formats specified by the Department.
- F. The applicant will return to the Department of Higher Education any unexpended funds identified on the final expenditure report within 21 days of the due date of the final report.
- G. The applicant shall participate in the statewide program evaluation to be conducted independently by the Department of Higher Education. The applicant shall work with the External Evaluator Team designated by the Department of Higher Education to share data and information about student performance, curriculum design, and such processes as requested by the External Evaluation Team for the purpose of measuring the impact of federal Title II, Part A funds.
- H. The applicant shall obtain the written approval of the Department of Higher Education **prior** to any modification of the program budget that is over 10 percent in a line item category. The Department of Higher Education reserves the right not to reimburse the grantee for expenses which have not been approved, and to withhold funds if the project teacher enrollment is less than the number specified in the proposal. Teacher Quality Partnership funds will not support projects enrolling less than 20 participants.
- I. The applicant agrees to maintain program and financial records relating to this grant for a period of three years from the program ending date, and gives the Connecticut Department of Higher Education, the federal sponsoring agency, or the State Auditors, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
- J. In all publications, press releases and other documents describing this program, the applicant will cite the support of the “Teacher Quality Partnership Grant Program, Connecticut Department of Education.”

- K. The applicant agrees to provide the Connecticut Department of Higher Education with other reasonable requests for information, if necessary.
- L. The applicant has adopted as its policy to support the nondiscrimination agreements and warranties required under Connecticut General Statutes § 4a-60(a)(1) and § 4a-60a(a)(1).

CONDITIONS OF REQUEST FOR PROPOSALS ACCEPTED BY APPLICANTS

1. Acceptance or Rejection by the State

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

2. Grant Agreement

Organizations selected for an award will enter into a Grant Agreement with the State to implement the grant project. The Grant Agreement is a standard form developed by the State and is in conformance with the 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 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.