

MHEC

Creating a state of achievement

Robert L. Ehrlich, Jr.
Governor

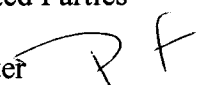
Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

MEMORANDUM

DATE: August 14, 2003

TO: Presidents, Public and Independent Colleges and Universities
Deans, Schools of Arts and Sciences
Deans and Directors of Teacher Education
Directors of Sponsored Research
Applicants for ITQ Grants
Other Interested Parties

FROM: Paula Fitzwater 
Director, Office of Grants

SUBJECT: Request for Proposals (RFP)
Improving Teacher Quality Mini-Grants – (FY 2004)

The Maryland Higher Education Commission is pleased to invite applications for Improving Teacher Quality Mini-Grants for FY 2004. The mini-grants are possible because of recycled funds supplied from a prior phase of the Elementary and Secondary Education Act, Title II, professional development program. These funds will be awarded on a competitive basis to K-16 partnerships to enhance a Professional Development School or Professional Development School network and to ensure that professional development activities address core academic subjects that the teachers teach.

For this grant period, this competition will make awards to eligible partnerships to be used to fund new and continuing Maryland Professional Development School partnerships. The mini-grant awards will not exceed \$7,000 and may be as small as \$2,000. Project periods for this grant competition will run for 3 months only: October 1, 2003 to December 31, 2003. Project funds *must* be expended by December 31, 2003. No extensions will be granted.

The RFP for the Improving Teacher Quality Mini-Grant Program is available on the Commission's website at <http://www.mhec.state.md.us/grants>. Short proposals are due on September 18, 2003. Notification of grant awards will be made on or about September 30, 2003.

Thank you for your interest in the Improving Teacher Quality Mini-Grant program and your commitment to helping Maryland schools ensure that all of our students meet high standards. Please contact me at 410-260-4504 or pfitzwat@mhec.state.md.us if you have questions regarding this RFP.



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

REQUEST FOR PROPOSALS

Fiscal Year 2004

Improving Teacher Quality Mini-Grants

Public Law 107-110 (No Child Left Behind Act of 2001)

CFDA #84.367

Response Date:

Thursday, September 18, 2003 (4 p.m.)

Electronic submissions acceptable – see page 3 for details

Issuing Office:

Office of Grants

Maryland Higher Education Commission

839 Bestgate Road, Suite 400

Annapolis, MD 21401

410-260-4504

www.mhec.state.md.us/grants

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

IMPROVING TEACHER QUALITY MINI-GRANT PROGRAM (Fiscal Year 2004)

PURPOSE OF THE MINI-GRANT PROGRAM

The purpose of this mini-grant program is to enhance a Maryland Professional Development School (PDS) or PDS network and to ensure that the professional development activities and actions of the PDS address core academic subjects that the teachers teach. The grants to eligible partners are to be used to fund new and continuing PDS partnerships.

As defined by the *Professional Development Schools: An Implementation Manual*, "A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and institutions of higher education and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools" (page 3).

FUNDING

For the competitive Improving Teacher Quality Mini-Grant Program, the Maryland Higher Education Commission anticipates awarding 15 to 17 grants. The grant awards will not exceed \$7,000 and may be as small as \$2,000. The nature and scope of the proposed project will determine the size of each award. Applicant institutions of higher education may submit no more than two project proposals.

APPLICATION DEADLINE AND TIMETABLE

Proposals must be submitted to the Maryland Higher Education Commission's Office of Grants by **4:00 p.m., Thursday, September 18, 2003**.

Electronically submitted proposals are acceptable so long as they are emailed by an institutional officer of the vice-presidential level or higher. Submissions must be transmitted in MS WORD format with Improving Teacher Quality Mini-Grant Proposal in the subject line of the email message. (The request that an institutional officer email the submission is made because the email will be lacking the authorizing signature normally required in the proposal submission.)

Hand-delivered or mailed proposals need to include one original and 2 additional copies. Mail or deliver to:

Paula Fitzwater
Director, Office of Grants
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis MD 21401
pfitzwat@mhec.state.md.us
Phone: (410) 260-4504
Fax: (410) 260-3200

Summary Timetable

August 14, 2003	RFP for Improving Teacher Quality Mini-Grants issued
September 18, 2003	Proposals due by 4:00 p.m.
September 30, 2003	Notification of grant awards made and grant payment requests submitted to State Comptroller's Office; projects begin
December 31, 2003	Grant activities supported by Improving Teacher Quality Mini-Grants funds end – all funds must be expended
February 28, 2005	Final narrative and financial reports due to MHEC

GRANT PERIOD

Project periods for this grant competition will run for 3 months only – October 1, 2003 to December 31, 2003. Project funds MUST be expended by December 31, 2003. NO EXTENSIONS WILL BE GRANTED.

The Improving Teacher Quality Mini-Grants are possible because of recycled funds supplied from a prior phase of the Elementary and Secondary Education Act, Title II, professional development program. Because of this funding relationship, all funds **MUST** be expended by December 31, 2003 – **no extensions can or will be granted.**

ELIGIBLE GRANT PROJECT ACTIVITIES AND ACTIONS

The Maryland Improving Teacher Quality Mini-Grants will enhance student achievement in the participating high-need local education agencies (LEAs) by supporting PDS partnerships that provide:

- Professional development in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects that they teach and that principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
- Assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals in developing and offering sustained, high-quality professional development activities that:

Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;

May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the paragraph above; or

May include activities to improve teaching and learning at low-performing schools.

Proposed projects must be focused on meeting the professional development needs of incumbent and pre-service teachers through new or continuing PDSs. While the mini-grant funding is short-term, partnerships are encouraged to think about the long-term impact on the PDS. The partnerships may want to think about funding activities or actions at several PDSs instead of focusing on one specific PDS, such as funding fall stipends for all PDS site liaisons in the partnership. Alternatively, proposals may also focus on the particular professional development needs of a specific group or groups of teachers in one or two low-performing

schools. **This program will fund specific, manageable, and well-planned activities and actions that applicants demonstrate they can start and finish on time.**

Some ideas for activities and actions under this mini-grant program include (but are not limited to):

- Providing fall stipends for site liaisons who, among other things, work with principals, school staff, and higher education faculty to determine the professional development needs of the PDS and work with the university faculty to identify the delivery mechanism.
- Offering or supporting at the PDS academic content-based graduate courses or other courses for certification of provisionally certified or out-of-field teachers.
- Enhancing planned professional development activities at the PDS – including but not limited to follow-up for prior professional development programs.
- Supplying tuition support to make up the difference between the reimbursement rate and the rate charged for classroom teachers taking graduate courses or for teachers taking courses for certification because they are provisionally certified or teaching out-of-field.
- Hiring a full-term lecturer or coordinator to support PDS professional development needs.

Proposals may include a combination of the above or other activities and actions.

By law under this program, the creation of alternative certification programs is not a permissible use of funds.

Eligible Grant Applicants - must include **at least**; (1) a Maryland public or private institution of higher education and the division that prepares teachers and principals; (2) a Maryland public or private institution of higher education and its school of arts and sciences; AND (3) a Maryland high-need local education agency (LEA). Federal guidelines for this program determine high-need LEAs. Maryland high-need LEAs are: Baltimore City, Baltimore County, Dorchester County, Montgomery County, Prince George's County, Somerset County, Wicomico County, and Worcester County. For more information, see the FY 2003 Request for Proposals for Improving Teacher Quality State Grants: Teacher and Principal Training and Recruiting Fund Partnership Grant Program issued March 7, 2003 – available at <http://www.mhec.state.md.us/Grants/ITQ/ITQ.asp>.

Cooperative Planning – Cooperative planning agreements are not required for this proposal. The site selection, strategic planning, memorandum of understanding, etc. inherent in establishing a PDS will serve as evidence of cooperative planning.

Planning Use of Funds and §2132(c) (“Special Rule”) – Proposals must abide by the “special rule” that no partner benefits from the use of more than 50% of the project funds. However, it is acknowledged that in operating a Maryland PDS all funds benefit all partners and a liberal view will be taken in the application of the “special rule.” For more information, see the FY 2003 Request for Proposals for Improving Teacher Quality State Grants: Teacher and Principal Training and Recruiting Fund Partnership Grant Program issued March 7, 2003, available at <http://www.mhec.state.md.us/Grants/ITQ/ITQ.asp>.

Scientifically Based Research – Specific documentation on the scientifically based research proving the effectiveness of PDSs is not required for this proposal. Nationally and within Maryland, PDSs are recognized as a valuable and successful means of improving teaching and learning in schools.

PROPOSAL FORMAT

The proposal application should be typed in 11- or 12- point Times Roman or a similar font type; pages should be 8-1/2 by 11 inches in size, have one-inch margins, and be *numbered*. In its entirety, it should not exceed 10 pages, only 2 to 2½ pages of which are the project description.

The proposal is constituted by the following 6 elements, in this order:

1. COVER SHEET (use form provided or a reproduction of it)

The cover sheet should indicate contact information for the project director(s) that will enable MHEC staff to contact the person(s). Add additional information where suitable, even if a line is not provided on the form.

2. PROJECT DESCRIPTION

The project description should not exceed 2½ pages. This does not include the budget summary, budget narrative, curriculum vitae, and assurances. The following outline should guide proposal writing and will also be used to guide the proposal review.

A) Extent of Need (10 points)

Show the specific needs identified by the LEA partner(s) and note how those needs were determined. Show how the proposed activities and actions respond to the professional development needs related to student achievement in the core academic subjects and that they are the result of a collaborative planning process among the proposing institution and all other partners.

B) Plan (45 points)

Include a plan that lists major activities and actions, timeframes, and assigns a responsibilities to key staff personnel. It should be clearly demonstrated in the plan that activities and actions will be implemented quickly and that grant funds will be expended by December 31, 2003.

C) Program Evaluation (10 points)

Indicate a means of monitoring and evaluating the effectiveness of the activities and actions. Provide information on ongoing and final evaluation measures. This information will be included in the final report.

3. BUDGET SUMMARY (see Appendix A)

The budget summary form must show all planned expenditures for the project. (Final financial reports should also use this format.) You may use your own version of the form as long as it includes the same information.

- Column 1, "Title II Funds Requested," is the amount of the grant being applied for.
- Column 2, "Matching Funds," will include both cash and in-kind contributions from the applicant who will serve as the fiscal agent if the grant is awarded.
- Column 3, "Other Funds," shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (LEAs), or others for this project. If more than one agency is committing funds for this project, indicate the specific breakdown of such funds in the budget narrative.

4. BUDGET NARRATIVE (see Appendix A and Appendix B)

Provide a clear **budget narrative** linking all costs to activities and actions detailed in the plan. The budget narrative should explain the rationale for each line of the budget summary, both for grant expenditures and matching funds. This narrative must show how the amounts indicated were determined.

Provide evidence of institutional commitment to the project including amount of staff time dedicated to the project and in-kind contributions. Budget should include documentation that no single participant will benefit from the use of more than 50% of the funds. (See "Special Rule" and additional information in the FY 2003 Request for Proposals for Improving Teacher Quality State Grants issued March 7, 2003, available at <http://www.mhec.state.md.us/Grants/ITQ/ITQ.asp>.)

5. REQUIRED ASSURANCES

Each grant proposal must also be accompanied by a **Statement of Assurances** (see form in Appendix B) signed by the appropriate organizational representative. The purpose of this document is to ensure that the grant recipient is fully aware of its obligations to adhere to all state and federal requirements in the event the grant application is approved. Recipients of funds under Title II, Part A, Subpart 3 of the Improving Teacher Quality Mini-Grant Program will assure the Maryland Higher Education Commission that:

- Programs of pre-service, in-service, and other professional development will ensure equal access for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age.
- Applicants must agree to participate in any statewide assessment program as required by P.L.107-110.
- Applicants must take measures to comply with federal legislative requirements pertaining to accountability. Timely and accurate data collection is essential.

6. PROJECT STAFF CURRICULUM VITAE

A short curriculum vitae (one to two pages) should be included for the project director and any other key project staff member (e.g., a single faculty member hired).

TECHNICAL ASSISTANCE

If you have questions about the proposal or require other assistance, contact the MHEC Office of Grants. Project directors are encouraged to contact MHEC whenever they have questions about grant implementation or management. Questions may be directed to:

Paula Fitzwater
Director, Office of Grants
Maryland Higher Education Commission
pfitzwat@mhec.state.md.us
(410) 260-4504

Candace Caraco
Associate Director, Office of Grants
Maryland Higher Education Commission
ccaraco@mhec.state.md.us
(410) 260-4578

PROPOSAL REVIEW PROCESS

Applications must be received by the deadline and must include the requisite forms. Applicants may photocopy the forms to include in application packets or reproduce them in their own word processing files. The RFP will also be available at <http://www.mhec.state.md.us/grants>.

Each proposal will be read and scored according to the criteria outlined below. Each application will be reviewed to determine that the budget is cost-effective and adequate to support the proposed project in compliance with the budget requirements of this RFP. A detailed narrative explanation of each budget request relating costs to project plan should be included (see Budget Guidelines).

The rating given for each criterion (see below) will serve as a significant, but not the only, aspect of the judgment made by the Commission's staff. Regional need and the applicability of each proposal to need will also be considered. The Secretary (or designee) of the Maryland Higher Education Commission will review all evaluations and select those that best meet the established criteria and provide geographical access as required by Title II, Part A.

EVALUATION AND SELECTION CRITERIA

Proposals will be scored based on the scale identified in the project description:

Category	Maximum Points
Extent of Need	10
Plan	45
Program Evaluation	10
Budget and Cost Effectiveness	<u>35</u>
Total	100

For further detail, review the discussion in Project Description and Eligible Grant Project Activities and Actions.

NOTIFICATION OF AWARDS

A grant award will be issued after approval of awards and acceptance of the negotiated grant award amount by the project director. Written grant awards will be issued by September 30, 2003, along with payment of the grant award.

APPEAL PROCESS

The following procedures have been established regarding appeals of disapproved grant applications:

- A. The applicant shall be notified in writing if the proposal is not selected for funding support.
- B. Upon request of the applicant and within 14 days of notification, additional information outlining the reasons for disapproval will be provided by the Maryland Higher Education Commission.
- C. The sole basis for appeal is violation of state or federal statutes or regulations.
- D. If the applicant wishes to appeal, a request for a hearing must be made within 30 days of the action of the Maryland Higher Education Commission.
- E. Within 30 days thereafter, the Maryland Higher Education Commission shall hold a hearing.
- F. Not later than 10 days after the hearing, the Maryland Higher Education Commission shall issue its written decision.
- G. If the Maryland Higher Education Commission does not rescind its original action, the applicant may file an appeal with the Secretary, U. S. Office of Education, within 20 days after the applicant has been notified of the Maryland Higher Education Commission decision.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All federal funds under this program must be assigned to a specific account. If an institution receives more than one grant award, separate accounts must be established for each. For this grant cycle, institutions will receive one payment for the entire grant amount. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope or objectives of the approved project. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation. The grant recipient shall obtain **prior written approval** from the Director of Grants specifically:

1. to continue the project during any continuous period of more than one (1) month without the active direction of an approved project director;
2. to replace the project director (or any other persons named and expressly identified as a key project person in the proposal) **or** to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded;
3. to make a reallocation **between** budget categories; and
4. to make reallocations **within** approved budget categories that are more than 10% of the approved category total. Approval is not required for reallocations under 10% of the approved total **within** a budget category.

No extensions will be granted – all funds must be expended by December 31, 2003.

3. PROGRAM CLOSEOUT, SUSPENSION, TERMINATION

Closeout: Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund or otherwise dispose of, in accordance with instructions from MHEC, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 60 days of the date of expiration or termination.
- The closeout of a grant does not affect the retention period for State and/or federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MHEC may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to MHEC or given evidence satisfactory to MHEC that such corrective action will be taken or until MHEC terminates the grant.

Termination: MHEC may terminate any grant in whole or in part at any time before the date of expiration, whenever MHEC determines that the grant recipient has materially failed to comply with the terms of the grant. MHEC shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date.

The grant recipient may terminate the grant in whole or in part upon written notification to the Commission setting forth the reasons for such termination, the effective date, and, in the case of partial terminations, the portion to be terminated. However, if, in the case of a partial termination, MHEC determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made, MHEC may terminate the grant in its entirety.

Closeout of a grant does not affect the right of MHEC to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. RECORDS

A grant recipient shall retain the following records for a period of five (5) years after the completion of the Title II Teacher and Principal Training and Recruiting Fund Partnership Grant project:

- records of significant project experience and results;
- records that fully show amount of funds under the grant, how the funds were used, total cost of projects, *all costs provided from other sources*, and other records to facilitate an effective audit;
- records to show the grant recipient's compliance with program requirements; and
- participant data (see below in the paragraph beginning "Narrative reports").

5. PROGRAM REVIEW AND REPORTING

Section 80.40(a) of EDGAR requires, among other things, State monitoring of grant activities. MHEC staff may conduct site visits or telephone interviews for this purpose.

Formal final reports will also be required from all grantees. Project directors should maintain records indicating when activities or actions took place, the length of time participants spent in activities, who participated in each activity, and how funds were expended, as well as what the total project cost is. In addition, project directors should maintain evidence that demonstrates whether activity and project goals are being met. The amended Elementary and Secondary Education Act places increased emphasis on data and accountability based on data.

At the end of the grant, both a financial and a narrative report will be due to the Commission. Final reports should address the following:

The **financial report** should be structured like the approved budget, with both a budget summary and a budget narrative. It must be signed by a financial officer at the institution serving as the fiscal agent. Grantees should keep records indicating how funds are expended, the total cost of project activities and actions, the share of the cost provided from other sources (in-kind or otherwise), and any other relevant records to facilitate an effective audit; such records should be held for five (5) years after the grant ends. Any unspent grant funds should be returned with the financial report.

Narrative reports will describe what activities and actions were planned and how they were implemented during the period. The report will include the results of the evaluation plan outlined in the project description, explain how project activities and actions addressed those goals, and explain to what extent the project was successful in meeting those goals and where or how it might be improved, and will indicate the number of teachers, principals, and highly qualified paraprofessionals served and estimate how many students were impacted. The narrative report should also detail participant data, reflecting the total number of participants by position (teacher, principal, etc.) and then by gender, race/ethnicity, subject matter, school type (public/private), and grade level served.

Project directors should request participant data while activities are ongoing (i.e., name, position, gender [reply optional], race/ethnicity [reply optional], subject matter taught, school type where employed, grade level served). Such information may be used for statewide evaluation of the MHEC grant program, in accordance with the guidelines provided by EDGAR 34 CFR 99.30-31 and 99.35. During the time when an activity is taking place, project directors are asked to seek written permission from participants to release appropriate data for the purposes of program evaluation and to ask if participants would be willing at a later date to be contacted to help evaluate the program, should such an evaluation take place. (Participants' SSN are not required.)

6. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER, COPYRIGHTS, FEDERAL REGULATIONS, and GUIDANCE ON SECTION 427 OF GEPA – For more information on these items, see the FY 2003 Request for Proposals for Improving Teacher Quality State Grants: Teacher and Principal Training and Recruiting Fund Partnership Grant Program issued March 7, 2003 – available at <http://www.mhec.state.md.us/Grants/ITQ/ITQ.asp>.

APPENDIX A: Budget Guidelines

These budget guidelines apply (arranged by line item corresponding to the budget summary):

A. Salaries and Wages

Note on Personnel:

The costs for staffing personnel at the maximum rate must reflect instructional and administrative salaries of the requesting institution/organization appropriate to the length of the training session. Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. Salaries are to be a function of regular appointment for the academic year, if applicable. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives.

1. Professional Personnel

List individually all key personnel and the requested salary amounts to be funded during the grant period. Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses. If effort is committed as an in-kind institutional contribution, that should be noted in column 2 or column 3.

2. Other Personnel

List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate or undergraduate assistants. Support personnel requests are restricted to the actual planning and instructional time equivalent of the project. If effort is committed as an in-kind institutional contribution, that should be noted in column 2 or column 3.

B. Fringe Benefits

These will be the costs normally paid by the institution to the salaried members of its faculty and staff who will be involved in the project (calculated for the percentage of effort in the project).

C. Travel

Enter travel costs if necessary for key personnel to conduct off-campus activities. Mileage allowances may not exceed \$0.37 per mile. In-state workshops, conferences, and site visits are allowed. All travel funding must be specifically designated by place, date, duration, and method of travel and be approved in the project budget.

D. Participant Support Costs

1. Stipends

Participant stipends of \$100 per day during a weekend component may be requested and supported by grant funds. The amount of the total stipend may exceed this amount if supplemented by funds from other sources. *Stipends are not allowed for days on which participants receive their regular pay.*

2. Subsistence

Snacks and light refreshments for meetings are allowed. Costs per person should not exceed the rate allowed by institution/state.

3. Other (specify)

- a. The costs of tuition

The grant may pay for up to four (4) hours of regular tuition and fees and related admission costs per participant.

- b. Child care requests are approved at the rate of \$15 per child per day (summer and academic year).

E. Other Costs

1. Materials and Supplies

Non-expendable supplies, including but not limited to books and materials, furnishings, small appliances, and computer software necessary for the effective implementation of the funded activity may be purchased only if they are necessary and appropriate to the project activities and actions for professional development during the project.

2. Consultant Services

Use of program consultants must be justified and their pay should be a reflection of instructional time. Travel and per diem expenses for consultants should not exceed the institutional/state rate. Preparation time for consultants will not be paid by the grant. Pay for consultants must be reasonable, and properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, routine supplies must be filed per institutional policy and must not exceed institutional salary levels. Documentation for consultant services performed should be filed showing:

- a. Consultant's name, dates, hours, and amount charged to grant.
- b. Names of grant recipient staff to whom services were provided.
- c. Results of subject matter of the consultation.

3. Computer Services

Enter costs of leasing any equipment essential to the conduct of the proposed activity, limited to the time period of professional development. Computer software purchases necessary to the program are allowable.

4. Other (specify)

- a. Equipment that is necessary to perform project activities and actions for training and implementation in the classroom should be leased or rented unless the cost to purchase is less. Rental or leasing of equipment during the training period is recommended. Funds to lease equipment must be designated in the approved project budget.

No supplemental funds will be provided for the purchase of equipment that will be issued to teachers for further use in their classrooms. Equipment purchases are only allowed for professional development. No equipment purchases for items to be used after the training activity may be made with grant funds.

*Equipment means an article of non-expendable tangible personal property having a useful life of more than one (1) year and an acquisition cost per unit that is consistent with institutional policy.

- b. Enter costs of laboratory, instructional, and office supplies necessary to conduct training activity. Nonexpendable supplies may be purchased with grant funds. Include in this category any expected costs for printing a publication to promote or culminate a project, postage, long distance telephone calls, and message delivery services, if any (unless institutional policy dictates otherwise).

- c. Rental of space, if necessary
- d. Any other costs not included above that are necessary to fully implement the project; provide specifics. Note that expenses for souvenir items will not be allowed.

F. Total Direct Costs

Enter sum of Items A, B, C, D, and E.

G. Indirect Costs

Up to eight percent (8%) of funds requested (Item F- total direct costs) from the grant program monies to cover the direct cost of the project may be claimed for indirect costs recovery. Any indirect cost exceeding this limitation must be provided from matching funds or in-kind services.

H. Total

Enter sum of Item F and G. Observe that the total in Column 1 for Title II Funds Requested is the amount of the grant being applied for. Be sure to reconcile the total in each line and each column.

APPENDIX B:
PROPOSAL FORMS

APPLICATION COVER SHEET

**Proposal to the Maryland Higher Education Commission
FY 2004 Improving Teacher Quality Mini-Grant Program
(P.L. 107-110); CFDA# 84.367**

Lead Applicant Institution/Organization: _____

Title of Project: _____

Partnership Members: IHE (division preparing educators): _____

IHE (school of arts & sciences): _____

High-Need LEA: _____

Other partner LEA, institutions, organizations, or private companies: _____

Proposal Funding:

Title II funds requested: \$ _____ (Line H, Column 1, Budget Summary)

Institution's match: \$ _____ (Line H, Column 2, Budget Summary)

Other funds: \$ _____ (Line H, Column 3, Budget Summary)

Total Project Cost: \$ _____

Project Director(s): _____ Campus Telephone: _____

_____ FAX Number: _____

E-mail: _____

Campus Mailing Address: _____

Certification by Authorizing Official (V.P. level or above)

Name: _____ Title: _____

Signature: _____

BUDGET SUMMARY (use this format)

FY 2004 Improving Teacher Quality Mini-Grant Program (MHEC)

Lead Institution & Project Title: _____

	SOURCE OF FUNDS		
	COLUMN 1 TITLE II FUNDS REQUESTED*	COLUMN 2 INSTITUTION'S MATCH OF FUNDS	COLUMN 3 OTHER FUNDS**
A. Salaries & Wages			
Professional Personnel			
[List each by name followed by title in brackets]			
1.			
2.			
3.			
4.			
Other Personnel (list categories & # of each in brackets)			
5. []			
6. []			
7. []			
8. []			
Total Salaries and Wages			
B. Fringe Benefits			
C. Travel			
D. Participant Support Costs			
1. Stipends			
2. Subsistence			
3. Other (specify)			
Total Participant Costs			
E. Other Costs			
1. Materials and Supplies			
2. Consultant Services			
3. Computer Services			
4. Other (specify)			
Total Other Costs			
F. Total Direct Costs (A through E)			
G. Indirect Costs (max. 8% of F)			
H. Total (F & G)			

*Include all grant-funded expenses, including for sub-contracts, in this column. Identify cooperating organizations, agencies, institutions, LEAs etc., and funds requested for them (through project sub-contracts) on separate page(s); use the column 1 format for each. ** If any of these parties, or another agency, is committing funds for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting the totals for appropriate categories here in column 3 and summarizing the match in the budget narrative.

BUDGET NARRATIVE (use this format)

FY 2004 Improving Teacher Quality Mini-Grant Program (MHEC)

Lead Institution Project Title: _____

Use separate sheets of paper as needed to provide justification for each line of the budget summary, as outlined in the RFP.

A. Salaries & Wages

Ex.: *Professional Personnel:*

1. Ms. Jill Smith, the IHE liaison for the Wedgewood High School PDS, will spend 25% of her time in project activities during the project period: $\$7,500/3 \text{ months} \times .25 = \$1,875$

Other Personnel:

Column 3: Maryland State University will provide release time for a database programmer to help develop and maintain a database for disaggregated student data used to assess student achievement (the IHE is assisting the LEA with assessment): $\$27/\text{hr} \times 2 \text{ hrs/wk} \times 20 \text{ wks} = \$1,080$

B. Fringe Benefits

Ex.: 1. Fringe benefits for the IHE liaison's time are calculated at 32%

Request = $\$1,875 \times .32 = \600

2. Fringe benefits [and salary] have been offered by the School of Education as an in-kind donation. The salary for the semester is \$4,000 for one course and fringe benefits are calculated at 32%

Request = \$0;

Institutional Match (Column 2) = $\$4,000 \text{ salary [noted on another line]} \times .32 = \$1,280$

C. Travel

Ex.: Travel for project director to three cooperating LEAs for outreach and recruitment

Request = $\$0.37 \text{ cents per mile} \times 6 \text{ trips} \times 60 \text{ miles/trip} = \133.20

D. Participant Support Costs

Ex.: Support for 6 PDS Site Coordinators for the Baltimore City PDSs for the fall semester = \$3,600

Ex.: Teacher Tuition Support:

15 in-service out-of-field teachers are taking a graduate course to become highly qualified; the LEA offers some reimbursement toward the tuition cost

Request = $15 (\$600 \text{ for 3 credits}) - 15 (\$450 \text{ LEA reimbursement for 3 credits}) = 15 (\$150) = \$2,250$

Column 3: Three participating LEAs will pay tuition costs for each of their participants

Other funds = $\$193/\text{credit} \times 3 \text{ credits} \times 12 \text{ participants} = \$6,948$

E. Other Costs

Ex.: Other:

Snacks for 3 Saturday professional development follow-up workshops

Request = $\$3/\text{participant/day} \times 3 \text{ days} \times 10 \text{ participants} = \90

ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines, and requirements as they relate to the application, acceptance, and use of federal funds for this federally assisted project. Also, the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application and to provide such additional information as may be required.
2. It will provide equal access to its programs of pre-service, in-service, and other professional development for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age. (See Guidance on Section 427 of GEPA.)
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will enter into formalized agreement(s) with the local education agency or agencies (LEAs) in the area(s) of proposed service, as well as with other members of the partnership.
5. It will expend funds to supplement and not supplant non-federal funds in accordance with 345 CFR 208.51.
6. It will participate in any statewide needs assessment program as required by P.L. 107-110.
7. It will give the Maryland Higher Education Commission, the federal sponsoring agency, or the Legislative Auditor through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
8. It will comply with all requirements imposed by the Maryland Higher Education Commission and the federal sponsoring agency concerning special requirements of law and other administrative requirements.

Institution

Authorized Institutional Authority
(Typed Name and Title)

Signature

Date