

No Child Left Behind Act 2001 Improving Teacher Quality, Title II Request for Proposal 2005-2006

GENERAL INFORMATION ABOUT THE GRANT

The No Child Left Behind Act 2001, Improving Teacher Quality, Title II Professional Development Program is a federal program that supports professional development activities for teachers. “The purpose of Title II, Part A, *Improving Teacher Quality State Grants* is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.”¹ Under this program, the Colorado Commission on Higher Education (CCHE) is authorized to administer the competitive grants to institutions of higher education in partnership with local education agencies. In 2005-2006, CCHE will award grants to improve teacher quality and increase the number of “highly qualified” teachers.

ELIGIBLE PROPOSALS

Eligibility is limited to partnerships comprised of, minimally,

- (1) a public or private college or university authorized to prepare teachers and principals or both;
- (2) a postsecondary college or school of arts and sciences; and,
- (3) a high-need local education agency (LEA) ([see Addendum A, page 9 for a list of eligible districts](#)), that is,
 - (a) a public or private school district or agency that serves 10,000 or more children from families below the poverty line **or** for which not less than 20 percent of children served by the district or agency are from families with incomes below the poverty line² (please see <http://www.census.gov/hhes/www/saipe/school/sd02f.pdoc.html> for the most current poverty information for school districts) **AND**
 - (b) 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.

¹ United States Department of Education Non-Regulatory Guidance Title II, Part A, Improving Teacher Quality State Grants, January 16, 2004.

² Free and Reduced Lunch eligibility may not be used as a substitute criterion.

All projects funded under this grant must make a significant contribution to improving the quality and increasing the number of highly qualified teachers.

Also, the thrust of the partnerships should be the implementation of strategies based upon scientifically based professional development that effectively increase student academic achievement through the professional development of teachers.

SELECTION CRITERIA

The selection committee will evaluate proposals against teacher education performance standards, the Colorado model content standards, and the points below:

- **Quality Partnerships** – Proposed partnerships should meet the needs of students and teachers in high-need local educational agencies in unique and effective ways. At a minimum, all partnerships must include authorized teacher preparation programs, a high-need local educational agency, and a school of arts and sciences. However, eligible partnerships may also include another local educational agency, a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences at another institution of higher education, a nonprofit cultural organization, a pre-kindergarten program, a teacher organization, or a business.
- **Coverage** – Federal law requires that grant activities are equitably distributed by geographic areas within a state and ensure that all regions within a state are served.
- **Impact** – Proposals should demonstrate noteworthy progress toward the goal of ensuring that all teachers are highly qualified and have the knowledge and skills necessary to help all students achieve academically.

CCHE PREFERENCES

As proposals are reviewed, preference will be given to proposed partnerships that address the following:

- The development and implementation of curriculums that instruct teachers in high-need schools how to use data from student academic achievement assessments (e.g., CSAP and ACT) to improve instructional practices and student academic achievement (the results of these partnerships should be applicable for adoption by other school districts and lead to improved training for teacher candidates);
- The development of induction and mentoring programs for first-year teachers in low-income school districts that emphasize the needs of underserved students (low-income, minority, and male students) and strategies to improve student academic achievement;
- Programs that enable highly qualified paraprofessionals (those who possess an associate's degree or higher) to obtain the education necessary to become certified and licensed teachers;

- Developing local or school-based courses that allow current teachers in rural areas to enroll in and complete content coursework and become “highly qualified” instructors; such courses should be offered to teachers in rural areas at no cost;
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- Developing new courses, or making existing sections available at convenient times and locations, that allow current teachers to enroll in and complete content coursework in order to become “highly qualified” instructors in math and science; such courses should be offered to teachers at no cost
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**PROPOSAL
REQUIREMENTS**

Proposals need to include, in narrative form, a brief description of the teacher preparation program’s implementation plan and priorities, the project’s objectives, activities that will address these objectives, the proposed participants, and a detailed budget. Proposals should include letters of support from the partnering organizations.

Proposed objectives should be specific, clearly stated, achievable, and measurable. And, the narrative should describe how the project aligns with content standards, assessment practices and/or the use of current educational technologies.

Proposals **may not exceed 8 double-spaced pages**, not including supplementary information such as vitae, budgets, and the like, which may be included in addendums.

**REQUIRED
SECTIONS AND
DOCUMENTS**

1. Abstract

Each proposal must include a project abstract of not more than 200 words.

2. Project Description

The proposal must contain a description of proposed objectives and activities, as well as an explanation of the relationships between these.

Because the grant is designed to foster collaboration between education and arts and science faculty, proposals should describe the nature of faculty involvement in project activities.

3. Budget Description

Each proposal must include a completed budget form and an explanation of how related costs are associated with project objectives.

Funding for indirect costs will be limited to eight percent of direct costs.

4. Completed Transmittal Form (Attached; must be completed)

5. Completed Budget Form (Attached; must be completed)

6. Completed Certificate of Assurances (Attached; must be completed)

The chief executive officer of the college or university must sign the certificate of assurance.

7. Vita(e) (in Addendum)

Proposals should include one-page vitae for the project director and key project staff.

PROPOSAL AND APPLICATION DEADLINE:
DECEMBER 15, 2005

Proposals must be submitted by the higher education institution's academic vice president to the Colorado Commission on Higher Education by 5:00 p.m., **DECEMBER 15, 2005**. All proposals need to be submitted electronically in Microsoft Word format with NO CHILD LEFT BEHIND GRANT PROPOSAL in the subject line of the e-mail message to: **Heather DeLange** (heather.delange@cche.state.co.us).

FINANCIAL SUPPORT

In 2005-2006, the Colorado Commission on Higher Education grants will not exceed **\$150,000 each**. The nature and scope of the proposed project will determine the size of the award. The Commission reserves the right to reduce proposed budgets or require additional special conditions to any funded project or both.

FUNDING PERIOD

The funding period for these grants will be **JANUARY 15, 2006 – DECEMBER 31, 2006**

NOTIFICATION

The Commission will notify the selected grant recipients by **JANUARY 15, 2006**.

RESPONSIBILITIES OF FUNDED PROJECTS

The director of each project selected for funding must complete a performance report using the major performance objectives of the No Child Left Behind program.

CCHE CONTACT INFORMATION

Questions regarding the RFP may be addressed to:

Heather DeLange (heather.delange@cche.state.co.us)

-or-

Matt Gianneschi (matt.gianneschi@cche.state.co.us)

Colorado Commission on Higher Education
1380 Lawrence St., Suite 1200, Denver, CO 80204
Phone:(303) 866-2723; Fax: (303) 866-4266

2005-2006 No Child Left Behind, Improving Teacher Quality

Transmittal Form

New Project Title:			
Applicant:			
Estimated Number of Teacher Participants:			
Project Start Date:		Proposed Project Budget: \$	
Project End Date: December 31, 2006			
Address (city, state, zip)			
Telephone		Fax	
E-mail			
Signature of Chief Academic Officer			Date:
Fiscal Contact Responsible for Grant (Must be employed by applicant)		Title:	
Name:			
Address (city, state, zip)			
Telephone		Fax	
E-mail			
Signature if Fiscal Contact			Date:
Extension:			
For CCHE Use Only	Action Taken:		Funding:
	<input type="checkbox"/> a. Awarded		No Child Left Behind Act 2001,
	<input type="checkbox"/> b. Rejected		Improving Teacher Quality Grant
	<input type="checkbox"/> c. Returned for Amendment		Amount Awarded
<input type="checkbox"/> d. Withdrawn			\$

**2005-2006 No Child Left Behind, Improving Teacher Quality
Certificate of Assurances**

Project Title:

The Certificate of Assurances must be completed by the Chief Executive Officer of the institution or nonprofit organization applying for the No Child Left Behind Act 2001, Improving Teacher Quality.

I hereby provide assurances to the Colorado Commission on Higher Education that if this institution/nonprofit organization receives a grant under the terms of the No Child Left Behind Act 2001, Improving Teacher Quality, it will:

- 1) Conduct the professional development activities as described in this proposal;*
- 2) Provide institutional/organization funding and resources as stated in this application;*
- 3) Comply with state requirements regarding the audit of a grant-funded program and supply the Professional Development Coordinator/CCHE with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended within 60 days of the completion of the audit;*
- 4) Keep all records necessary for fiscal and program auditing and give CCHE, the Federal Agency, or the State Auditor access to and the right to examine all records, books, papers, or documents, related to this grant;*
- 5) Retain all fiscal records for a period of five years;*
- 6) Comply with all regulations and requirements of the No Child Left Behind grant;*
- 7) Comply with the administrative procedures and fiscal guidelines of CCHE and the United States Department of Education, including submission of final performance reports;*
- 8) Use grant funds to supplement, and not supplant, funds from non-federal sources;*
- 9) Commit to developing a performance-based teacher ed model;*
- 10) Comply with Title IV of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant aided activity; and*
- 11) Ensure equitable participation of faculty from non-public schools to the extent feasible.*

Institution/Non-Profit Organization

Name/Title of Chief Academic Officer

Signature/Date

2005-2006 No Child Left Behind, Improving Teacher Quality NPO Demonstrated Effectiveness Document

Project Title:

Under federal regulations, each nonprofit organization (NPO) that applies for a No Child Left Behind Act 2001, Improving Teacher Quality Grant must furnish the following written evidence: 1) past demonstrated effectiveness in providing professional development for pre-teachers, 2) financial stability as outlined below, and 3) have a partner institution of higher education with approved teacher education program.

1) Documentation of Past Effectiveness

- a) Name of Project
- b) Dates of Operation
- c) City/State of Operation
- d) Number of Teacher Participants
- e) One-Page Summary of Course/Workshop Content and Activities
- f) Evidence of Project Outcomes, e.g., such as a final evaluation report of project effectiveness or documentation of improved student outcomes based on teacher participation in the project

2) Documentation of Financial Stability

- a) Complete Copy of Organization's most recent independently reviewed financial statement
- b) Evidence of nonprofit corporate status from the Colorado Secretary of State

I hereby provide assurances that the attached evidence accurately reflects the fiscal stability and demonstrated effectiveness of this organization.

Organization

Name of Chief Executive Officer

Signature/Date

No Child Left Behind - Improving Teacher Quality 2005-2006 Budget Request Form

Institution Name:

Grant Project Title:

Date Prepared:

Original Request \$_____ Revised Request \$_____

	BUDGET CATEGORY	REQUEST AMOUNT
A	Personnel (list by name and title)	
B	Fringe Benefits	
C	Travel	
D	Equipment over \$5000	
E	Supplies & Materials	
F	Contractual	
G	Other	
H	Total Direct Costs (sum a - g)	\$0
I	Indirect Costs (not to exceed 8%)	
J	TOTAL (sum H + I)	\$0

Addendum A – Eligible Colorado School Districts*

District Name	Poverty Rate
ADAMS COUNTY 14	20.28%
AGUILAR REORGANIZED 6	40.58%
ALAMOSA RE-11J	22.01%
ARICKAREE R-2	25.66%
BETHUNE R-5	35.40%
BIG SANDY 100J	22.29%
BRANSON REORGANIZED 82	36.36%
CAMPO RE-6	42.11%
CENTENNIAL R-1	30.67%
CENTER 26 JT	32.05%
CROWLEY COUNTY RE-1-J	28.30%
DEL NORTE C-7	32.17%
DENVER COUNTY 1	22.52%
EAST OTERO R-1	26.82%
FRENCHMAN RE-3	22.75%
GRANADA RE-1	25.54%
HINSDALE COUNTY RE 1	27.45%
HI-PLAINS R-23	27.87%
HOLLY RE-3	24.32%
HUERFANO RE-1	27.62%
KARVAL RE-23	25.64%
LAMAR RE-2	23.77%
LAS ANIMAS RE-1	25.95%
MANZANOLA 3J	37.24%
MIAMI/YODER 60 JT	21.56%
MOFFAT 2	38.98%
MONTE VISTA C-8	24.60%
MONTEZUMA-CORTEZ RE-1	21.96%
MOUNTAIN VALLEY RE 1	26.58%
NORTH CONEJOS RE-1J	23.99%
PAWNEE RE-12	41.55%
PLATEAU RE-5	21.05%
PRIMERO REORGANIZED 2	22.94%
PRITCHETT RE-3	20.59%
PUEBLO CITY 60	22.20%
ROCKY FORD R-2	27.39%
SANGRE DE CRISTO RE-22J	32.00%
SARGENT RE-33J	28.22%
SIERRA GRANDE R-30	35.16%
SILVERTON 1	30.88%
SOUTH CONEJOS RE-10	30.82%
SPRINGFIELD RE-4	22.71%
WALSH RE-1	22.92%
WILEY RE-13 JT	21.24%
WOODLIN R-104	20.24%

* The school districts listed above meet the U.S. Department of Education's definition of high need.