



Alabama Commission on Higher Education

Elementary and Secondary Education Act (ESEA)
as amended by
No Child Left Behind Act (NCLB)
P. L. 107-110, Title II, Part A/Subpart 3

Request for Proposal
FY 2005-2006

Improving Teacher Quality
Mastery of Content

Closing Date:
September 12, 2005

**Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
100 North Union Street
Montgomery, Alabama 36104-3758
334-242-1998
www.ache.state.al.us**

TABLE OF CONTENTS

REQUEST FOR PROPOSAL	1
CATEGORIES AND PRIORITY OF GRANT AWARDS	2
Award Categories	2
Award Priority	2
ELIGIBLE APPLICANTS	3
PROJECT FOLLOWUP	3
PROJECT EVALUATION	4
FUNDING.....	4
Timetable for Funding	4
External Support	4
PROJECT REPORTING	4
Project Data Report.....	4
Expenditure Report	5
Project Director's Report	5
GENERAL GUIDELINES	5
Administration and Staff.....	5
Participants.....	5
Credit and Disclaimer	5
APPLICATION PROCEDURES	6
Application.....	6
Abstract.....	6
Table of Contents.....	6
Project Narrative	6
Project Significance and Objectives	6
Project Design.....	7
Budget and Cost Effectiveness	7
Quality of Key Personnel	7
Appendices.....	7
Enclosures	8
PROPOSAL EVALUATION PROCESS.....	8
APPLICATION DEADLINE AND ANNOUNCEMENT OF AWARDS	8

APPENDICES:

Appendix A:1	Application
Appendix A:2	Project Abstract
Appendix A:3	Budget Summary
Appendix A:4	Budget Summary Guidelines
Appendix A:5	Statement of Assurances
Appendix B	Project Data Report
Appendix C:1	State Board of Education: Twelve Standards for Effective Professional Development
Appendix C:2	State Board of Education: Alabama Technology Professional Development Standards – Schools of Education and K-12
Appendix D	“High Need” LEAs
Appendix E	Proposal Evaluation Criteria
Appendix F	Expenditure Report
Appendix G	Expenditure Report Guidelines

ALABAMA COMMISSION ON HIGHER EDUCATION

Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind Act (NCLB) { P. L. 107-110}¹ Title II, Part A Subpart 3

Improving Teacher Quality: Mastery of Content

REQUEST FOR PROPOSAL

The Alabama Commission on Higher Education (ACHE) invites proposals for competitive grants authorized by the NCLB legislation to eligible partnerships. In accord with the performance objectives of the legislation to increase the number of “highly qualified” teachers of core academic subjects by the end of the 2005-2006 school year [Title II, Part A, Section 1119 (a)(2),(a)(3)], the objectives of the competitive grant program administered by the ACHE are to –

- 1) provide long-term, sustained, high-quality professional development for Alabama K-12 teachers, highly qualified paraprofessionals, and, if appropriate, principals;
- 2) provide access to these persons statewide in both public and private schools, especially high-need local school districts;
- 3) result in change of teacher practice in the classroom that increases student performance in content areas; and
- 4) are aligned with the Standards of Effective Professional Development and Technology Professional Development Standards adopted by the State Board of Education. Appendix C provides a copy of these standards.

USDE non-regulatory guidelines define *core academic subjects* as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.² *Highly qualified teachers* are defined as those who not only possess full state certification but also have solid content knowledge of the subjects they teach.³ Workshops, institutes, or other professional development should be designed to ensure that:

- 1) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and
- 2) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects.

¹ The “Preparing, Training, and Recruiting High Quality Teachers and Principals” program (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended was enacted in 2001 as part of the “No Child Left Behind Act” (Public Law 107-110). The Title II program is the largest Federal program that supports professional development activities to improve teaching and learning. Under this program funds are made available to state educational agencies (SEAs), local educational agencies (LEAs), state agencies for higher education (SAHEs), and institutions of higher education (IHEs) to support and help shape state and local professional development activities. The No Child Left Behind Program has a direct relationship to systemic reform and student achievement tied to challenging state content and performance standards. The program expands and modifies its predecessor statute, the Eisenhower Professional Development Program.

² Title IX, Section 9101(11).

³ USDE Non-regulatory Guidelines.

CATEGORIES AND PRIORITY OF AWARDS

Award Categories:

1. Science and Mathematics: A limited number of grants will be available for projects offering workshops or institutes designed to improve content knowledge and teaching effectiveness for teachers of science and/or mathematics.
2. Humanities and Social Science (including language arts, foreign languages, civics and government, economics, history, and geography): A limited number of grants will be available for projects offering workshops or institutes designed to improve content knowledge and teaching effectiveness for teachers of the humanities or social science.
3. Arts Education: A single grant will be available for a project offering workshops or institutes designed to improve teachers' interdisciplinary knowledge and teaching effectiveness using performing and fine arts.
4. Independent Study/Research: A single grant will be available for a project that provides experienced teachers of any core subject with an opportunity for independent study and/or research in the subjects they teach and in which they are certified. Special consideration will be given to proposals that encourage study/research outside Alabama, especially foreign study/research. *Independent* study/research excludes teachers' enrollment in classes, institutes, workshops, or other group-learning experiences. Proposals should explain how participating teachers will be selected and funded, how their studies/research will be guided, and how the study/research will benefit the teachers' classes.

ACHE reserves the right to withhold grants in any category if in its judgement no proposal merits funding. ACHE also reserves the right to increase or reduce the amount of any grant available in any category depending on availability of funding and evaluation of proposals.

Award Priority. Proposals in all award categories will be considered in one of two "priorities" as described below. In order to provide long-term, sustained, high quality professional development for K-12 teachers, multi-year proposals are encouraged even though funds for activities beyond the term of the initial grant are not guaranteed. In subsequent years multi-year grants will be given priority for funding when competing with other proposals

Priority A: Proposals are restricted to applicants who are planning to continue ACHE multi-year, statewide NCLB grant projects awarded in FY 2004-2005. However, there is no guarantee that any such applicant will receive a grant or, if so, at the same amount as before. **Note:** A significant departure in goals, content, or project activities will be regarded as a proposal for Priority B consideration.

Priority B. Applications for projects not funded with FY2004-2005 grants under the ACHE NCLB competitive grant program are to be submitted in this category. As funding permits, Priority B proposals designed to serve teachers statewide will be considered after Priority A grants have been determined.

ELIGIBLE APPLICANTS

An eligible applicant for an ACHE NCLB grant is any public or private non-profit Alabama institution of higher education that has established a partnership. In this context, a “partner” is one that takes an active role in the project by committing resources, instruction, employment of participants in the subjects/methods learned in the project, and/or support for the project in a direct and material way. It is not just a reference for the proposal or approval of the project. An eligible partnership includes—

1. The institution’s teacher-principal education division;
2. A school/division/department of arts and sciences; and –
3. At least one high-need local school district. See Appendix D for USDE non-regulatory guidance and 2000 Census Poverty Data for Alabama school districts (referred to as LEAs: Local Education Agencies).⁴

Such partnerships may also include another local education agency, 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.

PROJECT FOLLOWUP

Followup must be available to all participating teachers, paraprofessionals, and principals, and provide continuing reinforcement of project objectives. It may occur in a number of ways from on-site assistance visits to mini-workshops, but in every case there should be strong evidence that the followup activities serve to enhance the programmatic objectives stated on page one of this RFP.

Activities consisting only of occasional mid-year workshops or seminars will not be adequate to satisfy this requirement. Note, too, that surveys returned from teachers and/or classroom observation of teachers without feedback to them are not follow-up as defined by this requirement. Proposals should be explicit in stating how planned follow-up activities will reinforce project objectives.

⁴ Section I-5 of the Non-Regulatory Guidance (January 16, 2004) for “Improving Teacher Quality State Grants,” Title II, Part A defines a high-need LEA as one—

- “(A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) 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**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.”

PROJECT EVALUATION

A critical part of the ACHE administered NCLB program is evaluation to determine how well all projects meet the objectives described in this RFP. To assure the evaluation is consistent among all projects across the state, ACHE is initiating for the first time a single statewide evaluation to assess all projects, resulting in a single consolidated report for the whole program. Projects will not be required to conduct their own external evaluations.

ACHE has determined a percent of costs for evaluation, which is already entered on the budget form (see Appendix A:3). The process and method of evaluation will be determined by the external evaluator. Details of the evaluation will be provided to applicants upon submission of a proposal. For details on the payment process, see Budget Guidelines in Appendix A:4.

FUNDING

Grants are awarded for projects designed for more than one year. However, while long-range planning incorporated in multi-year proposals is encouraged, grants in this program are awarded competitively each year and on a cost reimbursable basis through an appropriation to the ACHE under the NCLB Title II. No grants are made outright, and any balance remaining in excess of actual project expenses must be refunded to ACHE.

Timetable for Funding. Awards are paid in two installments. Seventy-five percent (75%) of the total award is paid at the beginning of the grant period. When the project is completed in compliance with all requirements of this RFP, any remaining balance of the grant award will be available to cover approved expenses. Non-compliance will result in forfeiture of any remaining grant balance.

External Support. Support from external sources (*i.e.*, sources other than ACHE grants) is desirable and is a factor in determining selection of proposals to be funded. Priority will be given to proposals that include external support from such agencies as the National Science Foundation, the Department of Energy, the Department of Health and Human Services, National Aeronautics and Space Association, the National Endowment for the Humanities, the National Endowment for the Arts, private industry, and contributions of the applicant institution.

PROJECT REPORTING

The report requirements explained below should be reviewed carefully to determine in advance what information will need to be collected. In order to receive the second installment of grant funds, the first two of these reports must be submitted to ACHE by the deadlines stated. In rare cases, an extension may be granted based on a written request submitted to the ACHE Office of Institutional Effectiveness and Planning, provided it arrives at ACHE *before* the report deadline. However, requesting an extension does not assure it will be granted.

1. Project Data Report.

Deadline: September 15, 2006.

This is a report of demographic data on participants and other information about the project. *The form for this report is in Appendix B.*

2. Expenditure Report.

Deadline: March 1, 2007.

All expenses payable from the grant are reported on an itemized list with an attached breakout for salaries, contracted services, and equipment. The categories of expenses are the same as the budget proposal which is part of the grant application (see Appendix A:3) but on a form to report actual expenses incurred by the project rather than proposed expenses. The expenditure report must be signed by both the project director and an official of the applicant's business office. Although submitted by March 1, 2007, it must include expenses obligated to the end of the project period, which may be the end of the school year. *The form for this report is in Appendix F.*

3. Project Director's Report.

Deadline: June 1, 2007

When the project is completed (but not later than the deadline), the project director must submit a report of the success of the project, including areas for improvement as well as achievement. This assessment should (1) explain how the results were determined, (2) provide evidence that the project is aligned with the applicable Alabama Course(s) of Study, and (3) state, with supporting documents, any state, national, or international recognition, honors, or awards the project received during the period of the grant. Two copies of this report will be required. *There is no prescribed form for this assessment.*

GENERAL GUIDELINES

Administration and Staff. Each applicant institution is responsible for administering all aspects of the project. The project director is the ACHE point of contact for projects awarded grants in this program. Therefore, it is incumbent on the project director to be responsible for all administrative matters related to the grant, including – but not limited to – coordinating all financial details, completing forms, and in general assuring that all requirements and guidelines are followed. The instructional and support staff may be drawn from other institutions as well as the sponsoring institution. Proposals will be judged in part on evidence of the ability of instructors/researchers/ administrative staff as well as the applicant to carry out the program.

Participants. The project must be available to Alabama teachers and principals in both public and private schools in all parts of the state.

Credit and Disclaimer. Statements of credit and disclaimer *are required* by the U. S. Department of Education (USDE). The Alabama Commission on Higher Education also requires a statement of credit and disclaimer to ensure public knowledge of the source and responsibility of grant funds. Therefore, credit and disclaimer for both USDE and ACHE **must be included** in all notices, recruiting brochures, workshop materials, and any other publication produced with support of ACHE grants. The two statements below will satisfy this requirement:

This project is funded in part by a federal grant under No Child Left Behind (NCLB) [P.L. 107-110, Title II, Part A/Subpart 3] administered by the Alabama Commission on Higher Education. [Also name any other federal program granting funds to the project.] \$_____ (___%) of the cost of the project was financed with federal funds. \$_____ (___%) was provided by non-federal sources.

Opinions and findings expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education or the Alabama Commission on Higher Education, and no official endorsement by either of these agencies should be inferred.

APPLICATION PROCEDURES

Collate the application beginning with the application form followed by the abstract, then the table of contents, project narrative, and appendices. Number all pages in order from the first page of the narrative through the last page of the final appendix. Secure the proposal by appropriate binding. The forms for the application and reports are in the appendix of this Request for Proposal.

Forms for the proposal and project reports as well as this RFP are available online at <http://www.ache.state.al.us> under Departmental Pages listing for “No Child Left Behind / Title II” in separate links for each appendix *for FY2005-2006*. The forms may be downloaded to fill in on computer and printed in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports submitted electronically. [NOTE: The RFP and forms for FY 2003-2004 and FY 2004-2005 **do not apply** to this year’s proposals.]

1. Application. Complete and sign the form provided in Appendix A:1. Proposals must be submitted by institutions of higher education, not their operating units or school partners. To ensure compliance with local administrative procedures, all proposals should be cleared through the applicant's business office.

2. Abstract. Using the form in Appendix A:2, prepare a 200-word summary of the proposed project. Include the program objectives, a statement of the methods to be employed, and a statement of the significance and project's impact on improving teaching and learning.

3. Table of Contents. Follow a standard style, listing all sections of the proposal by the page number of section headings.

4. Project Narrative. Double-space and print the narrative on both sides of plain bond paper, with all pages numbered and *not exceeding 15 pages*. Font sizes smaller than 10-point, reduction of size by photocopying, or substituting space-and-a-half for double spacing to circumvent the limitation on the number of pages may cause the application to be rejected. The project narrative must include the following points and be organized in the following order:

Project Significance and Objectives. Explain how the project will address the objectives and USDE non-regulatory guidelines stated on page 1 of this RFP. Include evidence that there is long-term professional development, such as a list or map of school districts already served and projected to be served by the project. Explain what impact the project will have on enhancing K-12 teachers’ content knowledge. State how the project supports the SBE Standards for Effective Professional Development (see Appendix C:1), the SBE Technology Professional Development Standards (see Appendix C:2), and the Alabama Course(s) of Study applicable to the subject area(s).

The proposal *must* identify the school districts to be served, and describe how the project will be, or is designed to become, available to participants statewide. It must also state the evidence used to document each “high-need” district listed as a high-need partner based on the Non-Regulatory

Guidance definition (see Appendix D). In addition, the proposal must provide evidence that the project will improve subject matter knowledge to prepare highly qualified teachers in accordance with NCLB legislation.

Special Instructions for Priority A Proposals. In addition to the overall program objectives stated above, each Priority A proposal must include the following:

1. Evidence that the project is meeting its current year objectives;
2. The rationale for continuing the project an additional year;
3. The school districts previously and currently served, preferably marked on a map as well as written in a list.

Project Design. Describe how the workshops/institutes will be organized and administered, the methods and materials to be used, locations, participant requirements, instructional plan, and proposed session dates. Describe how the project will provide continuing support and technical assistance during the school year, including an emphasis on using technology to improve student learning. If the program is designed to include mentors, describe how mentors will be selected and trained, their role and responsibilities, and their experience as mentors.

Budget and Cost Effectiveness. Provide a brief explanation of the cost-effectiveness of the project. Leveraging of funds from other sources is encouraged. Provide a listing of funding partners.

Quality of Key Personnel. Briefly describe training and experience of key personnel that qualify them to provide the administrative and instructional leadership necessary to carry out the activities of the project. Describe the relevance and demonstrated commitment of each partner to the project. State the extent to which the time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the proposed project.

5. Appendices. After the narrative, include the following documents in this order:

1. Budget Summary. Complete the budget summary form provided in Appendix A:3 and attach a breakout of salaries, contracted services, and equipment if applicable. Guidelines for the budget summary are provided in Appendix A:4.
2. Resumes of Key Personnel. Provide resumes of *not more than two pages* each for the institutional and support staff (project administrators, workshop instructors, consultants, *etc.*)
NOTE: Vitae of more than two pages will result in delay or rejection of the application.
3. Partnership Documentation. Agreement(s) signed by the appropriate representative from each partner unit.
4. Schedule of activities. Attach a timeline, including follow-up after the initial workshops/institutes, with proposed dates.
5. Written agreement(s) to use off-site facilities, if applicable.
6. Copyright/license releases, if applicable. Permission to copy cannot be assumed for

"educational purposes" without permission from the copyright/license owner. If the project will reproduce *any* copyrighted or licensed materials, permission to copy such materials or evidence that such permission has been requested *must* be attached to the application.

6. Enclosures. Enclose *one* copy of the following documents with the proposal:

1. Statement of Assurances (see Appendix A-5). Submit one copy signed by an official representing the institution/organization applying for the grant.
2. A-133 Audit Report (one copy).

PROPOSAL EVALUATION PROCESS

Following ACHE staff review for eligibility and compliance with application requirements, an external review committee of authorities on professional development for K-12 teachers and principals will evaluate proposals using criteria listed in Appendix E. Based on this evaluation, grant awards will be determined by the Alabama Commission on Higher Education. *Note:* The Alabama Commission on Higher Education reserves the right to withhold grants if in its judgement no proposal merits funding.

In accord with federal requirements, final awards will be made to ensure that "(1) such subgrants are equitably distributed by geographic area within a state or (2) eligible partnerships in all geographic areas within the state are served through the subgrants." In the event that more than one proposal will serve the same objective in the same geographic area, ACHE will determine whether to award more than one grant for such service.

APPLICATION DEADLINE AND ANNOUNCEMENT OF AWARDS

An original and eight (8) copies of the completed application form, abstract, narrative, appendices, and one (1) copy each of the signed Statement of Assurances and most recent A-133 audit report **must be received** in the Office of Institutional Effectiveness and Planning of the Alabama Commission on Higher Education no later than 4:00 p.m. on **September 12, 2005**. Announcement of grants to be awarded is expected to be made by **January 6, 2006**.

Mail address: Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

In submitting proposals for overnight delivery, use a commercial delivery service such as UPS, FedEx, DHL, Airborne Express, *etc.* **Do not use USPS overnight express mail.** USPS does not deliver any mail to this office that requires delivery verification, including certified, registered, and overnight express mail.

Delivery address: Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36101-3758

Questions may be directed to –

Dr. Elizabeth C. French, Director
Office of Institutional Effectiveness and Planning
Telephone: 334-242-2179
E-mail: efrench@ache.state.al.us

-- *or* --

Dr. James Conely
Title II Staff Assistant
Telephone: 334-242-2235
E-mail: jconely@ache.state.al.us

APPENDIX A

APPENDIX A:1 APPLICATION

APPENDIX A:2 PROJECT ABSTRACT

APPENDIX A:3 BUDGET SUMMARY

APPENDIX A:4 BUDGET SUMMARY GUIDELINES

APPENDIX A:5 STATEMENT OF ASSURANCES

APPENDIX A:1

**Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content**

APPLICATION

This appendix may be downloaded from <http://www.ache.state.al.us> listed in “Departmental Pages” under “No Child Left Behind/Title II” to fill in on computer and print in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports submitted electronically.

Name of Applicant Institution: _____

Name and Address of Operating Unit: _____

Title of Proposed Project: _____

Eligibility (check one): Priority A Priority B

Subject Category (check one): 1. Science/Mathematics 3. Arts Education
2. Humanities/Social Science 4. Independent Study/Research

ACHE NCLB Funds Requested:	\$ _____
External Funds:	\$ _____
Budget Total:	\$ _____

Certification:

The person whose signature appears as project director is authorized by the applicant institution to make this proposal. If funded, the project will be implemented as approved. The applicant institution will accept responsibility for complying with all applicable state and federal requirements, including the resolution of any audit exceptions. The applicant understands and agrees to comply with all provisions of the Request for Proposal for this project.

Endorsements for the Applicant Institution:

Signature: _____

Project Director/Title: _____

Signature: _____

Fiscal Officer/Title: _____

APPENDIX A:2

**Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
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PROJECT ABSTRACT

This appendix may be downloaded from <http://www.ache.state.al.us> listed in “Departmental Pages” under “No Child Left Behind/Title II” to fill in on computer and print in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to receive proposals and reports electronically.

Name of Applicant Institution: _____

Name and Address
of Operating Unit: _____

Title of Proposed Project: _____

Project Director: _____

Telephone: _____ Fax: _____

E-mail: _____

Summary (200 words):

APPENDIX A:3
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content

BUDGET SUMMARY

This form may be downloaded from <http://www.ache.state.al.us> under “Departmental Pages” listed as “No Child Left Behind/Title II” to fill in on computer and print in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports electronically.

Institution: _____

Project Title: _____

ACHE NCLB FUNDS REQUESTED

I. BUDGET CATEGORY		II. IHE: EDUCATION	III. IHE: ARTS/ SCIENCES	IV. LEAS	V. OTHER PARTNERS	VI. TOTAL ACHE NCLB FUNDS REQUESTED	VII. EXTERNAL IN-KIND*	VIII. BUDGET TOTAL
A.	SALARIES							
1.	Professional							
2.	Non-Professional							
3.	Fringe Benefits							
	TOTAL							
B.	CONTRACTED SERVICES							
1.	Individuals/Agencies							
2.	Facility/Equipment							
	TOTAL							
C.	MATERIALS/SUPPLIES							
1.	Kits/Modules							
2.	Books/Teachers							
3.	Software							
4.	Project Office Supplies							
5.	Telephone							
6.	Postage							
7.	Printing							
	TOTAL							
D.	TRAVEL							
1.	Project Staff							
2.	Substitute Teachers							
	TOTAL							
E.	EXTERNAL EVALUATION (9.5% of A-D totals)						XXXXXXXXXX	
F.	OTHER	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX		
G.	TOTAL DIRECT COSTS (A to E)							
H.	INDIRECT COSTS**			XXXXXXXXXX				
I.	EQUIPMENT							
J.	TOTAL COSTS (Line F +G +H)							
K.	PERCENTAGE OF TOTAL GRANT REQUEST							100%

*External Funds/In-Kind Services are supplementary funds or services to be provided by any source other than the partnership grant.

**Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to 8% of the total direct costs, excluding equipment. Also note restriction on indirect costs for LEAs stated in Appendix A-4.

APPENDIX A:4
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
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BUDGET SUMMARY GUIDELINES*

On a separate sheet, prepare a breakout for Categories A, B, and H that shows how the amount on each line of these categories was determined. For example, if expenses are shown for professional salaries, state who will be paid and the amount each person will be paid. Do the same for contract services, if any, and itemize equipment purchases, if any.

Line Categories:

A. Salaries:

Professional salaries apply *only* to instructional and administrative staff of the applicant institution--*i.e.*, those who are to be directly involved in the project administration, presentations, and/or research. Resumes not exceeding two pages for each of these persons must be appended to the grant application.

Non-Professional generally refers to clerical support salaries or to amounts paid to persons who provide direct staff assistance but who are not members of the institutional faculty and professional staff. Examples: secretaries; lab assistants; undergraduate student aides; *etc.*

Fringe Benefits are those normally paid by the institution to the salaried members of its faculty and staff who will be involved in the project.

B. Contracted Services:

These are funds for services *other* than those provided by institutional faculty and staff, *i. e.* professional consultants, K-12 master teachers, facility/equipment rental. Resumes not exceeding two pages for each contracted persons must be appended to the grant application.

Note: Any salaried member of the project institution who is paid by the grant should be included above in section "A: Salaries," *not* in contracted services.

*The budget summary form (Appendix A:3) does not intend to show all the items that may be included within each category of expense, nor does it intend to suggest that the items listed here should be included if they do not apply to an applicant's project.

C. Materials and Supplies:

Expenses for anything consumable or provided for participants.

Note: Any materials/supplies purchased must be necessary to administer or conduct the professional development offered by the grant project and explained in the project proposal.

D. Travel:

Travel costs for project faculty and staff may be paid from the ACHE NCLB grant. Under terms of this RFP, tuition, travel and other per diem expenses for participating teachers and principals *are not eligible* for funding unless they are independent study/research participants. The intent of this restriction is to make the federal funds available as widely as the appropriation permits by leveraging funds from other sources, and in particular to encourage financial support from the partnership school districts.

E. External Evaluation: Enter 9.5% of the total of categories A through D. The evaluator will invoice this amount in full at the beginning of the grant period, and the grantee will be expected to pay this amount in full within thirty (30) days of receiving grant funds.

F. Other:

Do not enter any amount on this line without first consulting ACHE staff.

G.Total Direct Costs:

Total Lines "A" through "E" for all columns.

H. Indirect Costs:

USDE partnership grants are eligible to receive 8% of the total direct costs. Enter no more than this amount on line "F" under "ACHE Funds Requested"). Any indirect cost exceeding this limitation must be provided from external funds or in-kind services.

NOTE: Indirect costs are eligible to be budgeted *only* for the project institution, not LEAs, and may be calculated for either or both of the partners within the institution (education and arts/sciences divisions). Indirect costs of the ACHE NCLB grant may *not* be paid to LEA partners (see "Indirect Costs" under "Special Rule" on page 3 of this appendix).

I. Equipment:

Amount requested for equipment should not exceed the percentage of the total purchase price used for the grant project.

Note: Any equipment purchased must be necessary to administer or conduct the professional development offered by the grant project and explained in the project proposal.

J Total Project Costs:

Add the total amounts in each column. Be certain that the total figures are congruent with the total partnership funds requested and the budget total in Appendix A:1.

K Percentage of Total Grant Request:

In observance of the “Special Rule” below, calculate the percent of the total grant requested in each column. For example, if the total grant requested is \$50,000 and the amount on line J of the education column is \$5,000, then divide \$5,000 by \$50,000 and enter 10% in that column on line K [*i.e.* $\$5,000 / \$50,000 = .1$ or 10%].

Special Rule: The legislation requires that no partners may receive more than 50% of the funds. For example, each of three partner entities (teacher preparation division, arts and sciences, and a local school district) may share 1/3 of the total grant equally, or one may use 50% of the grant with the other two sharing 25% each, *etc.*, but none may use more than 50% of the total grant. In determining the percentage, the question to be answered is: Who is **using** the money? Under the rule, and assuming the partnership has only three partners, the institution receiving the NCLB grant could retain 75% of the funds (combination of Arts and Sciences and Teacher Preparation Divisions) provided that neither unit is allocated more than 50% of the total award. The balance of 25% could go to one or more LEA(s).

Approved Expenses for LEA Percentage. An LEA would not have to receive grant funds for it to “use” funds for purposes of the “special rule.” LEA costs could include payments for services that the LEA or its staff directly use, e.g.,:

- To provide release time for teachers (substitutes)
- To provide off-the-shelf materials and supplies (products)
- To lease facilities
- To underwrite costs of master teachers (K-12) who deliver instruction (consulting contracts/fees and travel, etc.)

Approved Expenses for Sponsoring Institution's Percentage (Arts and Sciences or teacher preparation divisions as appropriate). Activities could include:

- Developing/adapting professional development curriculum materials for pre-service instructional purposes
- Project staff time
- Underwriting costs of materials and supplies related to the marketing of activities
- Providing administrative services (Professional/non-professional) and technical support/travel in follow-up activities for long-term, sustained professional development
- Underwriting costs associated with external evaluation of project effectiveness (consulting contracts/fees and travel, etc.) In some instances the consultant could also be a partner.

Indirect Costs.

- If money is not actually spent by the LEA there is no indirect cost to the LEA.
- Indirect costs would be included in the total % of funds to the applicant institution.

APPENDIX A:5

**Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content**

STATEMENT OF ASSURANCES

The applicant hereby assures that the project will comply with all of the following:

1. The applicant will comply with the regulations, policies, guidelines and requirements, including 45 CFR Part 74 and OMB Circulars No. A-102, A-133, and applicable costs principles Circulars: A-21, "Educational Institutions"; A-87, "Cost Principles for State and Local Governments"; and A-122, "Nonprofit Organizations") as they relate to the application, acceptance, and use of federal funds for this federally assisted project.
2. The applicant will comply with Title II of the Civil Rights Act of 1964 (P. L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance and will immediately take any measures to effectuate this agreement.
3. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs or activities receiving federal financial assistance.
4. The applicant will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
5. All promotional materials and documents developed in support of the project will credit the *No Child Left Behind*/Title II Program administered by the Alabama Commission on Higher Education.
6. The project will be announced and available to teachers and principals in both public and private schools.
7. The applicant will provide data on participants as requested by the U.S. Department of Education by completing a Project Data Report and such other reports as are required by the Request for Proposal.

8. As a condition of eligibility for a grant offered in this Request for Proposal, the applicant certifies that the institution sponsoring the grant project provides now, and will continue to provide for the duration of the grant, a drug-free workplace (*i.e.*, a site for the performance of work done in connection with a specific grant at which employees of the grantee are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance) and otherwise comply with the requirements of the federal Drug-Free Workplace Act of 1988.

9. The applicant will retain records of the program for three years (EDGAR Section 74.53(b) and will allow access to those records for purposes of review and audit.

Certification of assurances for the applicant institution:

Project Title: _____

Signature: _____

Name/Title: _____

Institution: _____

Date: _____

APPENDIX B
PROJECT DATA REPORT

APPENDIX B
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content
Project Data Report
Deadline for submission: September 15, 2006

This appendix may be downloaded from <http://www.ache.state.al.us> listed in “Departmental Pages” under “No Child Left Behind/Title II” to fill in on computer and print in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports electronically.

Institution: _____

Project Name: _____

Project Director: _____ Date: _____

NOTE: “Participants” referred to in this report are Alabama K-12 teachers (both pre- and in-service), aides, and principals who are receiving professional development or being trained in the project. By this definition, master teachers who lead sessions, project staff, observers, and others *are not participants*.

I. Participants:

1. On an attached sheet, provide the number of participating public school teachers by –
 - (a) the highest academic degree earned;
 - (b) the grades and subjects they teach;
 - (c) their level of certification in those subjects;
 - (d) the number of students in their classes;
 - (e) the names of the schools and districts where they teach.
2. In a separate list, provide the same information for participating private school teachers, but also include the schools’ cities and administrative agencies if different from the school name.
3. In a separate list, provide the number of participating administrators by school level (elementary, middle school, high school), the district/administrative agency for each one, and the number of students in each of their schools.
4. Provide the number of persons in the project by each of the following positions: (List only under the category which is the participant's primary function. Do not include parents, community leaders, or others not listed below.)

- | | |
|--|--------------|
| (a) Participating Teachers (should be the total of 1 & 2 above) | _____ |
| (b) Participating Preservice teacher candidates | _____ |
| (c) Participating Teacher aides and assistants | _____ |
| (d) Participating Administrators (should be the same as 3 above) | _____ |
| (e) Higher education faculty working with the project | _____ |
| (f) Total | _____ |

5. Of the years of full-time professional teaching/administrative experience per participant listed below, give the number of participants for each of these periods of experience (do not count internship):

- | | |
|-----------------------------|---|
| (a) No experience _____ | (e) Eleven to fifteen years _____ |
| (b) One year or less _____ | (f) Sixteen to twenty years _____ |
| (c) Two to five years _____ | (g) Twenty-one to twenty-five years _____ |
| (d) Six to ten years _____ | (h) More than twenty-five years _____ |

II. Contact Hours:

1. What is the number of contact hours per participant? _____
2. What is the number of months over which the contact hours occurred? _____

III. High Need School Districts:

1. Identify the “high-need” school districts served by the project according to the criteria stated in Appendix D of this Request for Proposal.
2. How many participants taught in the school districts listed above as “high need”?

IV. External Funding:

Provide a list of external funding sources and amounts.

Please attach any documentation of awards or state/national recognition, photographs and/or additional information that may provide a better description of what your project has accomplished during this reporting period. Photographs, if submitted, should identify persons, locations, and activity depicted, preferably showing participants involved in a project activity or working with students rather than posed or portrait photographs.

APPENDIX C

**ALABAMA
STATE BOARD OF EDUCATION**

**C:1. TWELVE (12) STANDARDS
FOR EFFECTIVE PROFESSIONAL DEVELOPMENT**

**C:2. Alabama Technology Professional Development
Standards: Schools of Education and K-12**

APPENDIX C:1

State Board of Education*

Twelve (12) Standards for Effective Professional Development in Alabama

- Standard 1: Effective professional development organizes adults into learning communities whose goals are aligned with those of the school, the system, and the state.
- Standard 2: Effective professional development requires knowledgeable and skillful school and system leaders who actively participate in and guide continuous instructional improvement.
- Standard 3: Effective professional development requires resources to support adult learning and collaboration.
- Standard 4: Effective professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Standard 5: Effective professional development uses multiple sources of information to guide improvement and demonstrate its impact.
- Standard 6: Effective professional development prepares educators to apply research to decision making.
- Standard 7: Effective professional development uses learning strategies appropriate to the intended goal.
- Standard 8: Effective professional development applies knowledge about human learning and change.
- Standard 9: Effective professional development provides educators with the knowledge and skills to collaborate.
- Standard 10: Effective professional development prepares educators to understand and appreciate all students; creates safe, orderly, and supportive learning environments; and holds high expectations for their academic achievement.
- Standard 11: Effective professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Standard 12: Effective professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately.

APPENDIX C:2
Alabama Technology Professional Development Standards
Schools of Education* and K-12**

Teachers shall learn to effectively:	Administrators shall learn to effectively:
(i) identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting).	(i) describe mechanisms for creating a shared vision for the comprehensive integration of technology, communicating that vision, and facilitating a process that fosters and nurtures a culture to achieve the vision.
(ii) assess advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning.	(ii) develop a technology plan including resource alignment (e.g. funding, staff and time, hardware/software, total cost of ownership), and demonstrate leadership skills necessary to integrate technology to support effective learning and administration.
(iii) develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	(iii) facilitate the selection and use of technologies appropriate for curriculum areas, instructional strategies, and student-centered learning environments to maximize learning and teaching to meet the individual needs of all learners.
(iv) model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.	(iv) apply and model technology applications and professional practices that demonstrate knowledge of available technologies; existing Alabama and national technology standards for students, teachers, and administrators; related trends and issues; current research; and professional development resources in order to enhance professional practices of educational leaders, increase job-related technology use, and improve the productivity of self and other school personnel.
(v) design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	(v) use prevalent technology-based managerial, financial, and operational systems used in Alabama schools.
(vi) use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	(vi) use technology to facilitate effective assessment and evaluation, including: the collection, analysis, and interpretation of data and communication of findings to improve <ol style="list-style-type: none"> 1. instructional practice and student learning; 2. the use of assessment of staff knowledge, skills, and performance in using technology to facilitate quality professional development and guide personnel decisions; 3. the use of technology to assess and evaluate managerial and operational systems; and 4. assessment and evaluation of, using multiple methods, appropriate uses of technology resources for learning, communication, and productivity.
(vii) facilitate students' individual and collaborative use of technologies (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.	
(viii) design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs).	
(ix) evaluate students' technology proficiency and students' technology-based products within curricular areas.	
(x) use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).	(vii) demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology.

*Approved by Alabama Board of Education, March 2003, Schools of Education (**Alabama Code: 290-3-3-.04**)

** Approved by Alabama Board of Education, August 2004, K-12 (**Alabama Code: 290-040-030-.01**)

APPENDIX D

“HIGH NEED” LEAs

(Local Education Agencies [School Districts])

APPENDIX D
Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U. S. Department of Education

“HIGH NEED” LEAs (SCHOOL DISTRICTS)*

Non-Regulatory Guidance, section I-5:

A high-need LEA [school district] is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) 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**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

For your convenience, the most recent Census Bureau data on poverty percentages for Alabama school districts are given on the next three pages.

*** Non-Regulatory Guidance, section I-6:**

As of November 2003, the most current poverty information required for identification of a high-need LEA is found on the Census Bureau website at: <http://www.census.gov/hhes/www/saipe/school/sd99ftpdoc.html>. This site reports the most recent data (collected in 1999 but periodically adjusted to reflect more current Census data) on the number of children in poverty for nearly every school district in the United States. (Note: the Census Bureau data does not include poverty data for newly created districts, including new charter schools.)

Non-Regulatory Guidance, section I-7:

Census Bureau data reflect the only available information that is consistent with the statutory requirement that districts eligible as high-need LEAs include a determination of whether they have the requisite percentages or numbers of children from families with incomes below the poverty line. However, a SAHE-funded partnership that includes the required IHE and high-need LEA may also include other LEAs, whether or not they are high-need LEAs under the statutory definition.

2000 Census Poverty Data by Local Educational Agency

NAME OF STATE: ALABAMA

State	Name of Local Educational Agency (LEA)	Percent
AL	ALBERTVILLE CITY SCHOOL DISTRICT	21.26%
AL	ALEXANDER CITY CITY SCHOOL DISTRICT	16.85%
AL	ANDALUSIA CITY SCHOOL DISTRICT	25.44%
AL	ANNISTON CITY SCHOOL DISTRICT	28.45%
AL	ARAB CITY SCHOOL DISTRICT	15.77%
AL	ATHENS CITY SCHOOL DISTRICT	20.07%
AL	ATTALLA CITY SCHOOL DISTRICT	22.16%
AL	AUBURN CITY SCHOOL DISTRICT	14.78%
AL	AUTAUGA COUNTY SCHOOL DISTRICT	12.76%
AL	BALDWIN COUNTY SCHOOL DISTRICT	13.64%
AL	BARBOUR COUNTY SCHOOL DISTRICT	28.68%
AL	BESSEMER CITY SCHOOL DISTRICT	27.89%
AL	BIBB COUNTY SCHOOL DISTRICT	22.41%
AL	BIRMINGHAM CITY SCHOOL DISTRICT	27.29%
AL	BLOUNT COUNTY SCHOOL DISTRICT	15.43%
AL	BREWTON CITY SCHOOL DISTRICT	21.20%
AL	BULLOCK COUNTY SCHOOL DISTRICT	28.47%
AL	BUTLER COUNTY SCHOOL DISTRICT	24.65%
AL	CALHOUN COUNTY SCHOOL DISTRICT	15.02%
AL	CHAMBERS COUNTY SCHOOL DISTRICT	19.23%
AL	CHEROKEE COUNTY SCHOOL DISTRICT	20.75%
AL	CHILTON COUNTY SCHOOL DISTRICT	19.44%
AL	CHOCTAW COUNTY SCHOOL DISTRICT	23.04%
AL	CLARKE COUNTY SCHOOL DISTRICT	22.70%
AL	CLAY COUNTY SCHOOL DISTRICT	19.70%
AL	CLEBURNE COUNTY SCHOOL DISTRICT	18.74%
AL	COFFEE COUNTY SCHOOL DISTRICT	15.71%
AL	COLBERT COUNTY SCHOOL DISTRICT	17.83%
AL	CONECUH COUNTY SCHOOL DISTRICT	27.36%
AL	COOSA COUNTY SCHOOL DISTRICT	18.51%
AL	COVINGTON COUNTY SCHOOL DISTRICT	18.66%
AL	CRENSHAW COUNTY SCHOOL DISTRICT	24.47%
AL	CULLMAN CITY SCHOOL DISTRICT	13.83%
AL	CULLMAN COUNTY SCHOOL DISTRICT	16.70%
AL	DALE COUNTY SCHOOL DISTRICT	19.22%
AL	DALEVILLE CITY SCHOOL DISTRICT	18.47%
AL	DALLAS COUNTY SCHOOL DISTRICT	27.55%
AL	DECATUR CITY SCHOOL DISTRICT	19.17%
AL	DEKALB COUNTY SCHOOL DISTRICT	20.76%
AL	DEMOPOLIS CITY SCHOOL DISTRICT	26.00%
AL	DOTHAN CITY SCHOOL DISTRICT	20.44%
AL	ELBA CITY SCHOOL DISTRICT	31.89%
AL	ELMORE COUNTY SCHOOL DISTRICT	13.91%
AL	ENTERPRISE CITY SCHOOL DISTRICT	18.80%
AL	ESCAMBIA COUNTY SCHOOL DISTRICT	21.18%
AL	ETOWAH COUNTY SCHOOL DISTRICT	13.51%
AL	EUFALA CITY SCHOOL DISTRICT	21.76%
AL	FAIRFIELD CITY SCHOOL DISTRICT	20.99%
AL	FAYETTE COUNTY SCHOOL DISTRICT	18.46%
AL	FLORENCE CITY SCHOOL DISTRICT	20.54%
AL	FORT PAYNE CITY SCHOOL DISTRICT	15.20%
AL	FORT RUCKER SCHOOL DISTRICT	11.39%
AL	FRANKLIN COUNTY SCHOOL DISTRICT	22.29%
AL	GADSDEN CITY SCHOOL DISTRICT	30.62%
AL	GENEVA CITY SCHOOL DISTRICT	34.61%
AL	GENEVA COUNTY SCHOOL DISTRICT	21.88%

2000 Census Poverty Data by local Educational Agency

NAME OF STATE: ALABAMA

State	Name of local Educational Agency (LEA)	Percent
AL	GREENE COUNTY SCHOOL DISTRICT	31.04%
AL	GUNTERSVILLE CITY SCHOOL DISTRICT	16.59%
AL	HALE COUNTY SCHOOL DISTRICT	26.21 %
AL	HALEYVILLE CITY SCHOOL DISTRICT	26.22%
AL	HARTSELLE CITY SCHOOL DISTRICT	7.02%
AL	HENRY COUNTY SCHOOL DISTRICT	21.16%
AL	HOMEWOOD CITY SCHOOL DISTRICT	2.96%
AL	HOOVER CITY SCHOOL DISTRICT	2.03%
AL	HOUSTON COUNTY SCHOOL DISTRICT	16.00%
AL	HUNTSVILLE CITY SCHOOL DISTRICT	16.01%
AL	JACKSON COUNTY SCHOOL DISTRICT	16.61%
AL	JACKSONVILLE CITY SCHOOL DISTRICT	17.01%
AL	JASPER CITY SCHOOL DISTRICT	17.04%
AL	JEFFERSON COUNTY SCHOOL DISTRICT	7.85%
AL	LAMAR COUNTY SCHOOL DISTRICT	19.25%
AL	LANETT CITY SCHOOL DISTRICT	19.02%
AL	LAUDERDALE COUNTY SCHOOL DISTRICT	12.39%
AL	LAWRENCE COUNTY SCHOOL DISTRICT	16.81%
AL	LEE COUNTY SCHOOL DISTRICT	11.30%
AL	LIMESTONE COUNTY SCHOOL DISTRICT	12.57%
AL	LINDEN CITY SCHOOL DISTRICT	23.99%
AL	LOWNDES COUNTY SCHOOL DISTRICT	27.78%
AL	MACON COUNTY SCHOOL DISTRICT	28.56%
AL	MADISON CITY SCHOOL DISTRICT	7.00%
AL	MADISON COUNTY SCHOOL DISTRICT	9.12%
AL	MARENGO COUNTY SCHOOL DISTRICT	24.77%
AL	MARION COUNTY SCHOOL DISTRICT	21.76%
AL	MARSHALL COUNTY SCHOOL DISTRICT	19.30%
AL	MAXWELL AFB SCHOOL DISTRICT	3.13%
AL	MIDFIELD CITY SCHOOL DISTRICT	16.57%
AL	MOBILE COUNTY SCHOOL DISTRICT	21.33%
AL	MONROE COUNTY SCHOOL DISTRICT	22.34%
AL	MONTGOMERY COUNTY SCHOOL DISTRICT	19.69%
AL	MORGAN COUNTY SCHOOL DISTRICT	11.81%
AL	MOUNTAIN BROOK CITY SCHOOL DISTRICT	2.02%
AL	MUSCLE SHOALS CITY SCHOOL DISTRICT	8.17%
AL	ONEONTA CITY SCHOOL DISTRICT	13.79%
AL	OPELIKA CITY SCHOOL DISTRICT	23.74%
AL	OPP CITY SCHOOL DISTRICT	23.11 %
AL	OXFORD CITY SCHOOL DISTRICT	13.99%
AL	OZARK CITY SCHOOL DISTRICT	21.04%
AL	PELL CITY CITY SCHOOL DISTRICT	16.26%
AL	PERRY COUNTY SCHOOL DISTRICT	35.07%
AL	PHENIX CITY CITY SCHOOL DISTRICT	24.44%
AL	PICKENS COUNTY SCHOOL DISTRICT	25.43%
AL	PIEDMONT CITY SCHOOL DISTRICT	28.16%
AL	PIKE COUNTY SCHOOL DISTRICT	29.41%
AL	RANDOLPH COUNTY SCHOOL DISTRICT	20.53%
AL	ROANOKE CITY SCHOOL DISTRICT	23.50%
AL	RUSSELL COUNTY SCHOOL DISTRICT	17.56%
AL	RUSSELLVILLE CITY SCHOOL DISTRICT	22.52%
AL	SCOTTSBORO CITY SCHOOL DISTRICT	17.08%
AL	SELMA CITY SCHOOL DISTRICT	27.91%
AL	SHEFFIELD CITY SCHOOL DISTRICT	26.95%
AL	SHELBY COUNTY SCHOOL DISTRICT	8.46%
AL	ST. CLAIR COUNTY SCHOOL DISTRICT	15.39%

2000 Census Poverty Data by Local Educational Agency

NAME OF STATE: ALABAMA

State	Name of Local Educational Agency (LEA)	Percent
AL	SUMTER COUNTY SCHOOL DISTRICT	32.58%
AL	SYLACAUGA CITY SCHOOL DISTRICT	26.33%
AL	TALLADEGA CITY SCHOOL DISTRICT	21.57%
AL	TALLADEGA COUNTY SCHOOL DISTRICT	19.20%
AL	TALLAPOOSA COUNTY SCHOOL DISTRICT	23.69%
AL	TALLASSEE CITY SCHOOL DISTRICT	18.76%
AL	TARRANT CITY SCHOOL DISTRICT	15.61%
AL	THOMASVILLE CITY SCHOOL DISTRICT	22.80%
AL	TROY CITY SCHOOL DISTRICT	19.88%
AL	TUSCALOOSA CITY SCHOOL DISTRICT	21.66%
AL	TUSCALOOSA COUNTY SCHOOL DISTRICT	14.27%
AL	TUSCUMBIA CITY SCHOOL DISTRICT	22.12%
AL	VESTAVIA HILLS CITY SCHOOL DISTRICT	1.52%
AL	WALKER COUNTY SCHOOL DISTRICT	20.57%
AL	WASHINGTON COUNTY SCHOOL DISTRICT	20.31%
AL	WILCOX COUNTY SCHOOL DISTRICT	34.68%
AL	WINFIELD CITY SCHOOL DISTRICT	18.97%
AL	WINSTON COUNTY SCHOOL DISTRICT	22.68%
STATE TOTAL		18.03%

APPENDIX E
PROPOSAL EVALUATION CRITERIA

APPENDIX E

**Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB)
P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content**

PROPOSAL EVALUATION CRITERIA

Criteria for the evaluation of proposals responding to this RFP are as follows:

1. Project Significance and Objectives: 30 points
2. Project Design: Management, Activities: 40 points
- 3 Budget and Cost Effectiveness: 15
4. Quality of Key Personnel: 15

APPENDIX F
EXPENDITURE REPORT

APPENDIX F
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A/ Subpart 3
Mastery of Content
EXPENDITURE REPORT*

This form may be downloaded from <http://www.ache.state.al.us> under "Departmental Pages" listed as "No Child Left Behind/Title II" to fill in on computer and print in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports electronically.

Institution: _____ Project Title: _____

Project Director: _____ Signature: _____

Telephone number: _____ E-mail address: _____

Fiscal Agent (Signature): _____ Date: _____

I. EXPENSE CATEGORY	II. IHE: EDUCATION	III. IHE: ARTS/SCIENCES	IV. LEA(s)	V. OTHER PARTNERS	VI. TOTAL ACHE NCLB FUNDS EXPENDED OR OBLIGATED
A. SALARIES					
1. Professional					
2. Non-Professional					
3. Fringe Benefits					
TOTAL					
B. CONTRACTED SERVICES					
1. Individuals/Agencies					
2. Facility/Equipment (Rental)					
TOTAL					
C. MATERIALS/ SUPPLIES					
1. Kits/Modules					
2. Books/Teachers					
3. Software					
4. Project Office Supplies					
5. Telephone					
6. Postage					
7. Printing					
TOTAL					
D. TRAVEL					
1. Project Staff					
2. Substitute Teachers					
TOTAL					
E. EXTERNAL EVALUATION					
F. OTHER	XXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX
G. TOTAL DIRECT COSTS (A to E)					
H. INDIRECT COSTS**			XXXXXXXXXX		
I. EQUIPMENT PURCHASE					
J. TOTAL COSTS EXPENDED (Line F +G +H)					
K. PERCENTAGE OF TOTAL GRANT PROJECT FUNDS RECEIVED					100%
L. BALANCE DUE FROM ACHE (Line I minus K)	XXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
M. REFUND TO ACHE (Line I minus K)	XXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
N					

*Attachments required: 1) Expenditure Breakout for categories A, B, and H; and 2) Approved Budget .

**Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to 8% of the total direct costs, excluding equipment. Also note restriction on indirect costs for LEAs stated in Appendix A-4, page 2.

APPENDIX G
EXPENDITURE REPORT GUIDELINES

APPENDIX G

ALABAMA COMMISSION ON HIGHER EDUCATION (ACHE)
No Child Left Behind (NCLB)
Improving Teacher Quality

EXPENDITURE REPORT GUIDELINES

The Expenditure Report has the same categories as the Budget Summary found in Appendix A:3. However, it reports actual expenses rather than projected expenses.

If in doubt about any item, please consult the ACHE Title II NCLB program staff before preparing this report. Any amounts listed in the expenditure report that are determined to be disallowed will not be paid, even if not questioned previously, and will be deducted from any balance otherwise remaining for the grant.

I. GENERAL

- Report only expenses paid from the ACHE NCLB grant. Do not include expenses paid from external/matching sources.
- Accounting categories, codes, or labels of the institution sponsoring ACHE NCLB projects do not apply to this report. Be sure to translate as necessary into the categories described in these guidelines in order to avoid possible delay in payment of the final installment of the grant.
- Column VI “Total Partnership Funds Expended or Obligated” includes both the funds expended to date and also expenses which are obligated (i.e., expenses not yet paid as of the expenditure report deadline but which have been precisely determined and are awaiting a project activity, invoice, or other documentation to permit disbursement of funds. It is not an estimate or generalization of possible costs not yet paid).
- On a separate sheet, prepare a breakout for Categories A, B, and H that shows how the amount on each line of these categories was determined. For example, if expenses are shown for professional salaries, state who was paid and the amount each person was paid. Do the same for contract services, if any, and itemize equipment purchases, if any.

II. LINE CATEGORIES

A. Salaries:

Professional salaries apply *only* to instructional and administrative staff of the applicant institution--i.e., those who are to be directly involved in the project administration, presentations, and/or research. Resumés not exceeding two pages for each of these persons must be appended to the grant application.

Non-Professional generally refers to clerical support salaries or to amounts paid to persons who provide direct staff assistance but who are not members of the institutional faculty and professional staff. Examples: secretaries; lab assistants; undergraduate student aides; *etc.*

Fringe Benefits are those normally paid by the institution to the salaried members of its faculty and staff involved in the project.

B. Contracted Services:

These are funds for services other than those provided by institutional faculty and staff, *i. e.* professional consultants or K-12 master teachers, facility/equipment rental. Resumés not exceeding two pages for each contracted persons must be appended to the grant application.

Note: Any salaried member of the project institution who is paid by the grant should be included above in section “A: Salaries,” *not* in contracted services.

C. Materials and Supplies:

Expenses for anything consumable or provided for participants.

Note: Any materials/supplies purchased must be necessary to administer or conduct the professional development offered by the grant project and explained in documents showing ACHE approval.

D. Travel:

Travel costs for project faculty and staff may be paid from the ACHE NCLB grant.

Under terms of this RFP, tuition, travel and other per diem expenses for participating teachers and principals *are not eligible* for funding unless they are participants in a project for independent study. The intent of this restriction is to make the federal funds available as widely as the appropriation permits by leveraging funds from other sources, and in particular to encourage financial support from the partnership school districts.

E. Enter the amount paid to the external evaluator

F. Other:

Do not enter any amount on this line without first consulting ACHE staff.

G. Total Direct Costs: Total categories "A" through "E" for all columns.

H. Indirect Costs:

USDE partnership grants are eligible to receive 8% of the total direct costs entered on line "G" under "Total Partnership Funds Expended or Obligated." Any indirect cost exceeding this limitation must be provided from external funds or in-kind services.

NOTE: Indirect costs are eligible to be paid *only* to the project institution, not LEAs, and may be calculated for either or both of the partners within the institution (education and arts/sciences divisions). Indirect costs may *not* be paid to LEA partners unless funds are actually spent by the LEAs (see "Indirect Costs" under "Special Rule" on page 3 of this appendix).

I. Equipment:

Amount requested for equipment should not exceed the percentage of the total purchase price used for the grant project.

Note: Any equipment purchased must be necessary to administer or conduct the professional development offered by the grant project and explained in the approved project proposal or expenditure report breakout.

J. Total Project Costs Expended.

Add lines "F," "G," and "H," and I. Check entries for accuracy.

K Percentage of Total Grant.

Calculate the percent of the Total Partnership Costs entered on Line J. For example, if the Total Partnership Funds Expended entered in the block for column 6, Line J is \$50,000 and the amount entered on Line J for column 2 (IHE: Education) is \$5,000, then divide \$5,000 by \$50,000 and enter 10% in the block for Line K column 2. Do the same calculation for other columns on Line K.

L. Project Funds Received.

Enter the amount of ACHE NCLB funds the institution has received to date.

M Balance Due from ACHE.

Assuming that the total project expenses are greater than the amount on Line L, enter the difference on Line M.

N. Balance to Refund to ACHE.

In the event that total project costs are less than the amount on Line L, enter the difference on Line N. At the same time, request your Business Office to prepare a check for the amount payable to the Alabama Commission on Higher Education and send it to the Office of Institutional Effectiveness and Planning with a copy of the Expenditure Report.

Note that unless the total cost of the project is the same as the amount of ACHE NCLB funds already received, either line “M” or “N” – not both of these lines -- must be blank and that the total amount ACHE provides cannot exceed the total grant of NCLB funds approved for the project.