

September 1, 2006

Dear Prospective Grantees:

We have attached an RFP for the 2006-2009 Title II Teacher Quality Grants.

This past August, for the first time, RIOHE gathered current grant holders, prospective grantees, and state and federal Title II administrators to discuss the RFP process and the state's professional development needs. In developing this year's request for proposals, we acted upon many of the suggestions that were made at that August meeting on URI's Bay campus. In particular, we are now offering one-, two-, and three-year grants. Please remember, however, that submission of a multiple-year grant will necessitate a budget summary and detailed budget narrative for each year of the grant.

We have not selected a statewide assessment group, as some (but not all) of those assembled at the meeting suggested. However, we are now requiring that projects reserve money for formal annual assessment. We have also attached for your information a form that will be used by project directors and by RIOHE for formative assessment at the approximate mid-point of each year of a grant. We have not ruled out hiring a statewide assessment team; however, Commissioner Warner felt that investigating this possibility (particularly since our state funding is significantly smaller than in other larger states) would require time and thought. We did not want to delay the release of the RFP while we identified an appropriate statewide assessment team that could assess projects in the various disciplines we fund.

We urge you to read the RFP carefully and to contact Aronda Rodgers ([arodgers@etal.uri.edu](mailto:arodgers@etal.uri.edu)) if you have questions. We thank you again for your interest and hope that you will consider submitting a proposal (due on or before November 10, 2006).

Sincerely,



Dr. Nancy Carriuolo  
Deputy Commissioner and  
Chief Academic Officer

Attachments (2)

Title II Teacher Quality RFP  
and  
formative self-study/RIOHE assessment tool



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## **2006-2009 Rhode Island Higher Education Partnership Grants**

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**Program:** These guidelines provide directions for eligible partnerships to make application in Rhode Island for federal funds available under the higher education portion of Title II, Part A, of the No Child Left Behind Act of 2001. The program replaces the Dwight D. Eisenhower Professional Development Program, which began in 1985 and ended in 2001.

**Purpose:** Higher Education Partnership Grants are intended to provide funding for competitive grants for professional development activities (consistent with the Rhode Island Quality Standards for Professional Development) in the nine core academic subjects to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in either the academic subjects they teach or in computer-related technology to enhance instruction. Grants are awarded to eligible partnerships (see below).

**Eligibility:** Eligible partnerships must include the following three partners:

- 1) the division of a private or state institution of higher education (IHE) that prepares teachers and principals,
- 2) an IHE's school of arts and sciences, and
- 3) a high-need local educational agency (LEA)<sup>1</sup>.

An eligible partnership also may include other partners, such as another LEA, a public charter school, an elementary school or secondary school (including private schools), an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE 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.

**Submission:** Proposals must be received at the Rhode Island Office of Higher Education by 4:00 p.m. on November 10, 2006.

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<sup>1</sup> In Rhode Island, the high-need districts (identified by the U.S. Census as having 20% or more of school-age population in poverty) are as follows: Central Falls, Newport, Pawtucket, Providence, and Woonsocket.

**Rhode Island Board of Governors  
for Higher Education**  
301 Promenade Street  
Providence, Rhode Island 02908-5748

Telephone 401 222-6560  
Facsimile 401 222-6111  
TDD 401 222-1350



**GUIDELINES FOR THE SUBMISSION OF PROPOSALS FOR  
RHODE ISLAND HIGHER EDUCATION PARTNERSHIP GRANTS  
2006-2009 PROGRAM**

Title II of the Education for Economic Security Act, 1984

Elementary and Secondary School Improvement Amendments, 1988  
Public Law 100-297

Excellence in Mathematics, Science and Engineering Act, 1990  
Public Law 101-589

Title II of the Improving America's Schools Act (IASA) of 1994  
Public Law 103-382

Title II of the No Child Left Behind Act (NCLB) of 2001  
Public Law 107-110

Rhode Island Office of Higher Education  
Academic and Student Affairs  
301 Promenade Street  
Providence, Rhode Island 02908-5748

Phone: (401) 222-6560 x134    Fax: (401) 222-2545    E-mail: [deanna@etal.uri.edu](mailto:deanna@etal.uri.edu)

Web: [www.ribghe.org/itq.htm](http://www.ribghe.org/itq.htm)

**September 1, 2006**

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## 2006-2009 Rhode Island Higher Education Partnership Grants

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### GUIDELINES

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#### 2006-2009 TIMETABLE

Notice to Potential Applicants	September 1, 2006
Request for Proposals Available	September 1, 2006
Proposals Due	November 10, 2006
Proposals Reviewed	November 2006
Announcement of Grant Awards	November 2006
Project Period Begins	December 2006 / January 2007
Project Period Ends	December 1, 2007 / December 1, 2008 / December 1, 2009
Performance Reports Due	December 31, 2007 / December 31, 2008 / December 31, 2009

# 2006-2009 Rhode Island Higher Education Partnership Grants

## GUIDELINES FOR THE SUBMISSION OF PROPOSALS

### I. GENERAL INFORMATION

#### A. Overview

The No Child Left Behind (NCLB) Act of 2001<sup>2</sup> reauthorized the Improving America's Schools Act (IASA) of 1994 and related programs. Title II, Part A, of NCLB aims to increase student academic achievement through improving the quality and number of highly qualified teachers and principals and holding local educational agencies and schools accountable for such improvements.

The higher education portion of Part A focuses on professional development in the nine core academic subjects (mathematics, science, English, language arts, reading, civics and government, foreign languages, arts, geography, history, and economics). The program seeks to ensure that teachers have subject matter and technology knowledge and principals have instructional leadership skills by providing assistance to local educational agencies, teachers, paraprofessionals, and principals for professional development activities.

Under Title II, Part A, the Rhode Island Office of Higher Education is authorized to make competitive grants, with associated cooperative agreements, to eligible partnerships in Rhode Island. An eligible partnership consists of the following three partners:

- 1) the division of a private or state institution of higher education (IHE) that prepares teachers and principals,
- 2) an IHE's school of arts and sciences, and
- 3) a high-need local educational agency (LEA).

An eligible partnership also may include other education-related agencies (another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE 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) with records of demonstrated effectiveness in professional development programs for educators. All proposals must be planned and implemented by all members of the partnership.

Proposed projects must conform to state standards for professional development. (See [www.ridoe.net/Certification\\_PD/prodev/Documents/RI\\_standards\\_for\\_PD.pdf](http://www.ridoe.net/Certification_PD/prodev/Documents/RI_standards_for_PD.pdf) for Quality Standards for Professional Development prepared by the Rhode Island Department of Elementary and Secondary Education.) Proposals must support professional development activities which are based on the state's content standards and which are designed to

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<sup>2</sup> Visit <http://www.ed.gov/nclb/landing.jhtml> for the full text of the act and other information about the program.

prepare teachers to assist their students to reach the state's performance standards. In the absence of state standards, national standards must be used. State content and performance standards are contained in the state curriculum frameworks (see Appendix A for information on obtaining state and national standards). Further, proposals must be linked to district strategic plans and school improvement/school based professional development plans.

Higher education partnership funds are to be used to support activities of the following types:

1. Professional development activities in core academic subjects to ensure that:
  - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
  - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
  
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
  - a. 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;
  - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
  - c. May include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools (see <http://www.ed.gov/programs/teacherqual/guidance.doc> for definitions).

Note: The law requires any partnership receiving both a subgrant from a SAHE and an award under the Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the Higher Education Act (HEA) to coordinate activities conducted under the two awards.

Inter-institutional collaboration is strongly encouraged as are partnerships between higher education and other education-related agencies (see <http://www.ed.gov/programs/teacherqual/guidance.doc> for the definition of *eligible partnerships*).

Upon receipt of an award, an institution of higher education becomes a sub-recipient of federal assistance. The sub-recipient must retain all program and financial records for the funded project for a minimum of five years. The sub-recipient is also required to provide records and financial statements as well as access to those records and statements to RIOHE upon request.

## B. Funds Available for 2006-2009 Program

Applicants may now apply for a one, two, or three year grant. Approximately \$350,000 is available for the 2006-2009 program. Proposed projects should be in the range of \$40,000 to \$70,000 per year of funding. Partnerships that intend to apply for a substantially greater amount of funding should provide a rationale for and evidence of the capacity to carry out a large-scale project. Applicants are encouraged to restrict their requests to the average range of funding stated above.

**Grants may be awarded for a period up to three years, but awards beyond the first year are dependent upon yearly progress and federal appropriation of funds.**

## II. APPLICATION PROCEDURES

Proposals are to include the following items:

1. **Cover Pages** (See Appendix B)
2. **Project Abstract** – A concise description of the proposed project. Maximum length is one page, single spaced.
3. **Project Summary** – Brief summary of the project in 100-150 words. This summary may be used in dissemination of information about funded projects (e.g., on the Web, in news releases, etc.). To view and download samples of summaries from past projects, go to [www.ribghe.org/itq.htm](http://www.ribghe.org/itq.htm).
4. **Project Narrative** – Complete description of the proposed project (maximum length is 12 pages), including the following items:
  - a. statement of need for the proposed project
  - b. project objectives and expected outcomes
  - c. detailed description of project activities
  - d. a timetable of project activities
  - e. plan for assessment and evaluation (projects being re-funded will need to provide evidence of assessment/evaluation from previous years), and
  - f. plan for dissemination of project outcomes and other information.
  - g. plan for institutionalizing the project (these grants are meant to support the initiation of new ideas, not to provide long-term funding beyond three years).
5. **Proposed Budget and Budget Narrative** – Proposed budget that is consistent with the scope of the project, plus a detailed description of all expenditures. (See Appendix B for forms.) **\*\*Special rule: Please note that no partner in the proposed project (the department of arts & sciences, the department of teacher preparation, the high-need LEA, or other partner) may use more than 50% of the funds. Funds**

**must be equitably distributed so that each partner benefits from the grant by no more than 50%.**

a. Direct expenditures that may be claimed for the project include --

- Personnel costs for project director, faculty, staff, consultants, and interns.
- Fringe benefits for project personnel, plus FICA for consultants.
- Supplies, materials and equipment for professional development activities.
- Supplies, materials, and equipment for administrative purposes.
- Copying, printing, and binding expenses.
- Books, periodicals and manuals.
- Postage and telephone expenses.
- In-state travel.
- Out-of-state travel for project participants, only if the travel is needed to further professional development activities.
- Modest allowance for meeting expenses (refreshments, but not meals).
- Projects should budget \$75 for each key project partner to attend one statewide Title II meeting.
- Each single and multi-year project must reserve at least 4% of requested funds to support a summative annual evaluation by an expert evaluator.

b. Stipends for participating teachers may **not** be funded from the grant unless teachers are directly involved in developing a specific product (e.g., curriculum packets or revisions). Stipends for teacher participants should be consistent with local school district policies. Costs for substitutes and stipends should be reflected in the proposed budget.

c. Restricted indirect costs may not exceed eight percent of the direct costs.

**Note:** If certain costs are disallowed or if the project is approved pending budget revision, the institution or non-profit organization may be required to adjust the budget accordingly.

6. **Résumés for Personnel** – Condensed résumés (not more than two pages) for all project directors, faculty, and consultants who will be managing the project or providing professional development activities.
7. **Service Agreements** – Agreements, with schools and/or school districts, that the proposed activities are consistent with the existing school improvement plans and/or district strategic plans, and that these activities will provide needed training for teachers and other personnel.
8. **Appendices** – additional material may be submitted to support proposal (not to exceed ten pages).

### **III. CRITERIA FOR REVIEWING PROPOSALS**

Proposals will be judged against two sets of criteria. The first set will be used to identify required information that is needed to qualify the proposal for consideration. The second set is qualitative in nature and will be used to rank the proposals.

## **A. Criteria for Determining Completeness of Proposals**

The proposal contains all the required items:

1. Cover pages with all required information and signature
2. Project abstract
3. Project summary
4. Project narrative
5. Proposed budget and budget narrative
6. Résumés for project personnel
7. Service agreements from schools/districts

## **B. Criteria for Determining the Quality of the Proposals**

### **1. Project Scope and Characteristics**

- a. Proposals should provide a clear rationale for targeting the population they intend to serve.
- b. Proposed projects should demonstrate that the professional development activities are sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on instruction and student performance.
- c. Proposals and proposed activities should have a strong foundation in scientifically based research (see <http://www.ed.gov/programs/teacherqual/guidance.doc> for definitions) and identify national models in the review of relevant literature.
- d. The proposed project must be aligned with the RI Quality Standards for Professional Development (see [http://www.ridoenet.net/Certification\\_PD/prodev/Documents/RI\\_standards\\_for\\_PD.pdf](http://www.ridoenet.net/Certification_PD/prodev/Documents/RI_standards_for_PD.pdf)) and the Rhode Island Beginning Teacher Standards (see [http://www.ridoenet.net/Certification\\_PD/certification/bts.htm](http://www.ridoenet.net/Certification_PD/certification/bts.htm)). Furthermore, during the proposal review process, proposals will be given priority if they address the new Proficiency-Based Graduation Requirements (PBGR) (see <http://www.ride.ri.gov/highschoolreform/> for the PBGR), the Grade-Level and Grade-Span Expectations (see [www.ridoenet.net/standards/gle/default.htm](http://www.ridoenet.net/standards/gle/default.htm) for the GLE's and GSE's), the College –Ready Expectations (CRE) (see <http://www.righe.org/elaexpectations.pdf> for the English Language Arts expectations; see <http://www.righe.org/mathexpectations.pdf> for the Math expectations; see <http://www.righe.org/sciencereport06.pdf> for the Science expectations) and other related assessments currently under development. Not only PK-12 faculty, but also higher education's teacher preparation faculty and their students need to understand the PBGR's, the GLE's and GSE's, and the CRE's and the role that they will be playing in transforming our state's public school classrooms. In addition, arts and sciences faculty need to be knowledgeable because the new exit requirements for graduating high school seniors are expected to improve the skill and knowledge levels of students entering general education classes in Rhode Island's institutions of higher education.

- e. Further, applicants are urged to align their proposals with the Rhode Island Beginning Teacher Standards (see [http://www.ridoe.net/Certification\\_PD/certification/bts.htm](http://www.ridoe.net/Certification_PD/certification/bts.htm)).
- f. Proposals must outline, in specific terms, how professional development activities and curricula will ensure that educators will be made aware of, and make use of, strategies for serving populations that historically have lacked access to equal opportunities for advanced learning and career advancement.
- g. Mathematics or science projects that provide teachers with strategies related to *Project Making the Grade The Governor's Blue Ribbon Panel on Mathematics & Science Education* report. For example, projects that make science and mathematics more interesting to students in order to increase the number of potential mathematics and science majors in college. See [http://www.governor.ri.gov/documents/TEC\\_M&S\\_FA\\_LR.pdf](http://www.governor.ri.gov/documents/TEC_M&S_FA_LR.pdf) for entire report.
- h. Projects that align to the state's literacy policy in reading, writing and oral communication and provide teachers with diagnosis and reading strategies for use with students who are reading below grade level. See <http://www.ridoe.net/standards/reading/RIReadingPolicy.pdf> for Rhode Island PreK-12 Literacy Policy.
- i. Health projects that assist in reaching state and national goals.
- j. Projects that assist teachers with assessing the new graduation-by-proficiency standards.
- k. Projects that link school media / librarians to teachers and to integrated classroom activities.
- l. Projects that integrate the arts and humanities into other content areas.
- m. Preference will be given to projects that include the following:
  - team teaching,
  - K-12 partners who have undertaken mapping of their curriculum to the GSE's,
  - job-embedded professional development,
  - schools that involve multiple participants to ensure an impact on the entire school,
  - business and community-based partners to ensure sustainability.

## 2. Project Design and Implementation

- a. Proposed projects must be planned and implemented by all members of the partnership; preference will be given to proposals involving consortia of schools or school districts. Service agreements with participating schools and/or districts are required.
- b. Proposals must explain, in precise terms, how project activities will help teachers to achieve state and/or national content standards (see Appendix A).
- c. Proposals should clearly state the project's objectives and provide, in detail, a viable plan for meeting those objectives.
- d. Proposals must list project directors, faculty and consultants for all proposed professional development activities; résumés must be included. Project staff

should be experienced and knowledgeable of school reform efforts and/or their content areas.

- e. Proposals should provide evidence that the project activities will be able to be sustained beyond the period of the grant.

### **3. Evaluation and Dissemination**

- a. The proposed project should include a reasonable and complete plan for evaluation and assessment. Continuing projects must present evidence that they are incorporating the results of assessments from previous projects in the current proposal.
- b. Proposals should include a plan to disseminate the results and/or products of the grant activities to appropriate persons or groups.

### **4. Budget**

- a. The proposed budget is cost-efficient and reasonable.
- b. The proposed budget is accurate, and the budget narrative clearly details all expenditures.
- c. The proposed budget does not assign more than 50% of the use of funds to any one partner in the project.

### **5. Special Consideration**

If the proposed project awards college credit for participation, participants selecting the credit option are charged only a service fee.

### **6. Annual Summative Report**

Funded projects will be required to submit an annual summative report. The report is due on December 31<sup>st</sup>. The report should be created according to the following format:

- a. State a very brief summary of the purposes of the grant and then compare project outcomes to each stated objective of the original grant proposal, noting which objectives were met, which were not met, and why they were not met. A chart may be used for this comparison and/or a narrative.
- b. Briefly discuss the greatest successes of the grant. What reason is there to believe that these successes will have an ongoing impact on the participants and, perhaps, others?
- c. What would the director do differently if this project – or a similar one under the supervision of the same director -- were refunded in the future? If the project is multi-year, describe what changes, if any, will be undertaken in future years of the grant, based on the outcome of the evaluation.
- d. Were the project's annual goals completed on time? If not, why not?

- e State the amount of funding requested for the year and the amount expended. Did the project use all requested funding for the particular year? If not, why not?
- f Append to the report an external evaluator's report, which may include the analysis of an internal evaluation of data such as participant surveys.

#### **IV. INFORMATIONAL REQUESTS**

All requests for information and questions concerning the higher education partnership grants should be addressed to:

Deanna Velletri  
Rhode Island Office of Higher Education  
301 Promenade Street  
Providence, RI 02908-5748

Phone: (401) 222-6560 X134  
Fax: (401) 222-2545  
E-mail: [deanna@etal.uri.edu](mailto:deanna@etal.uri.edu)

All requests for the RFP on diskette or via e-mail should be addressed to Deanna Velletri. The RFP is also posted on the Internet at [www.ribghe.org/itq.htm](http://www.ribghe.org/itq.htm).

#### **V. ACKNOWLEDGEMENT**

Products produced by these grants should be acknowledged in presentations and in written documents as funded by RIOHE's Higher Education Partnership Grants Program.

# APPENDICES

**APPENDIX A:** .....**A-1**  
Content Standards for Core Academic Subjects

**APPENDIX B:** .....**B-1**  
Rhode Island Higher Education Partnership Grant Proposal Application Forms

# APPENDIX A

## CONTENT STANDARDS FOR CORE ACADEMIC SUBJECTS

### STATE STANDARDS

State content standards (in mathematics, science, social studies, English/language arts, and arts) may be obtained from the Department of Elementary and Secondary Education; call 401-222-4600 or access the web site: [www.ridoe.net/standards/default.htm](http://www.ridoe.net/standards/default.htm).

### NATIONAL STANDARDS

#### ◆ MATHEMATICS STANDARDS

National Council of Teachers of Mathematics (NCTM)  
1906 Association Drive  
Reston, VA 22091-1593  
(703) 620-9840  
[www.nctm.org](http://www.nctm.org)

#### ◆ SCIENCE STANDARDS

National Science Education Standards  
Director, Outreach & Dissemination  
2101 Constitution Avenue, N.W.  
Harris Bldg. 450  
Washington, DC 20418  
(202) 334-3628  
Also available from [www.nap.edu](http://www.nap.edu)

Benchmarks for Science Literacy  
Oxford University Press  
2001 Evans Road  
Cary, NC 27153  
(800) 451-7556  
Also available from [www.aaas.org](http://www.aaas.org)

#### ◆ ENGLISH AND LANGUAGE ARTS STANDARDS

The National Council of Teachers of English  
1111 West Kenyon Road  
Urbana, IL 61801-1096  
(217) 328-3870  
[www.ncte.org](http://www.ncte.org)

-- or --

International Reading Association  
800 Barksdale Road, P.O. Box 8139  
Newark, NJ 19711-8139  
(302) 731-1600  
[www.reading.org](http://www.reading.org)

#### ◆ CIVICS AND GOVERNMENT STANDARDS

Center for Civic Education  
1546 Douglas Fir Road  
Calabasas, CA 91302-1487  
(818) 591-9321  
[www.civiced.org](http://www.civiced.org)

#### ◆ FOREIGN LANGUAGES STANDARDS

Am. Council on Teaching of Foreign Languages  
Six Executive Plaza  
Yonkers, NY 10701-6801  
(914) 963-8830  
[www.actfl.org](http://www.actfl.org)

#### ◆ NATIONAL STANDARDS FOR ARTS EDUCATION

Music Educators National Conference (MENC)  
1806 Robert Fulton Drive  
Reston, VA 22091-4000  
(703) 860-4000 or to order (800) 828-0229  
[www.naea-reston.org](http://www.naea-reston.org)

#### ◆ GEOGRAPHY STANDARDS

National Council for Geographic Education  
1145 17th Street, N.W.  
Washington, DC 20036-4688  
(202) 775-7832  
[www.ncge.org](http://www.ncge.org)

#### ◆ HISTORY STANDARDS

National Center for History in the Schools, UCLA  
10880 Wilshire Blvd., #761  
Los Angeles, CA 90024  
(310) 825-4702  
[www.sscnet.ucla.edu/nchs](http://www.sscnet.ucla.edu/nchs)

#### ◆ SOCIAL STUDIES STANDARDS

National Council for the Social Studies (NCSS)  
3501 Newark Street, N.W.  
Washington, DC 20016-3167  
(202) 966-7840 x116  
[www.ncss.org](http://www.ncss.org)

#### ◆ ECONOMICS STANDARDS

The National Council on Economic Education  
1140 Avenue of the Americas  
New York, NY 10036  
(212) 730-7007

# APPENDIX B

## RHODE ISLAND HIGHER EDUCATION HIGHER EDUCATION PARTNERSHIP GRANTS 2006-2009 GRANT PROPOSAL APPLICATION FORMS

### INSTRUCTIONS

A complete application shall consist of the items listed below. You may use this page as a checklist to ensure your application is complete.

- \_\_\_ 1. Cover Pages (pages B2-B3)
- \_\_\_ 2. Project Abstract (page B4) – one page
- \_\_\_ 3. Project Summary (page B4) – 100-150 words
- \_\_\_ 4. Project Narrative (page B4) – limited to 12 pages
- \_\_\_ 5. Project Budget (**YEAR 1** pages B4-B8; **YEAR 2** pages B4-B5 and B9-B11;  
**YEAR 3** pages B4-B5 and B12-B14))
- \_\_\_ 6. Résumés of project personnel (page B-15) – limited to two pages per individual
- \_\_\_ 7. Service agreements from schools/districts (page B-15)
- \_\_\_ 8. Appendices (page B-15), if necessary – limited to 10 pages

The application format is available on diskette, via e-mail (deanna@etal.uri.edu), or from the World Wide Web at [www.ribghe.org/itq.htm](http://www.ribghe.org/itq.htm).

Submit the unbound original and six bound or stapled copies of the printed proposal to:

Deanna Velletri  
Rhode Island Office of Higher Education  
301 Promenade Street  
Providence, RI 02908-5748

Proposals must be received by 4:00 p.m. on November 10, 2006.

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# Rhode Island Higher Education Partnerships Grants

## APPLICATION FOR 2006-2009 GRANT

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### 1. COVER PAGES

Please fill out completely.

Project Title: \_\_\_\_\_

Members of Eligible Partnership:

1) Higher Education Teacher Preparation Division: \_\_\_\_\_

2) Higher Education School of Arts and Sciences: \_\_\_\_\_

3) High-Need Local Education Agency: \_\_\_\_\_

4) Other Partners (if applicable): \_\_\_\_\_

### PROJECT DIRECTOR(S)

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Department: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Mailing Address \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Department: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Mailing Address \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Department: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Mailing Address \_\_\_\_\_

Proposed Operation Period: \_\_\_\_\_ to \_\_\_\_\_ (No later than December 1, 2007)  
(month/year) (month/year)

Proposed Operation Period: \_\_\_\_\_ to \_\_\_\_\_ (No later than December 1, 2008)  
(month/year) (month/year)

Proposed Operation Period: \_\_\_\_\_ to \_\_\_\_\_ (No later than December 1, 2009)  
(month/year) (month/year)

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## 2006-2009 Rhode Island Higher Education Partnership Grants

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### FUNDS FOR THIS PROJECT

Indicate the amount being requested for this project, plus other funds and their sources that will be used.

	YEAR 1	YEAR 2	YEAR 3
Amount requested in this application	\$	\$	\$
In-kind contributions	\$	\$	\$
Other sources (specify)	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$
<b>GRAND TOTAL</b>	\$	\$	\$

### STATEMENT OF ASSURANCES

- Funds from this source will supplement and not supplant existing funds and will not duplicate objects of expenditure from other sources.
- Projects will take into account the need for greater access to and participation in the core academic subjects by students from historically underrepresented groups, including females, minorities, individuals with limited English proficiency, the economically disadvantaged and the disabled.
- Educational activities conducted under this project will take place in accordance with:
 

a) Title VI of the Civil Rights Act of 1964	e) American with Disabilities Act of 1990
b) Title IX of the Education Amendments of 1972	f) Improving America's Schools Act of 1994
c) Section 504 of the Rehabilitation Act of 1973	g) No Child Left Behind Act of 2001
d) The Age Discrimination Act of 1975	
- Upon request, the recipient institution will provide the Rhode Island Office of Higher Education with access to its records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
- Information/data requests made by the U.S. Department of Education and/or the Rhode Island Office of Higher Education will be completed promptly and a final report, in a format to be specified by the Rhode Island Office of Higher Education, will be submitted by the project directors on or before the appropriate November 1st.

### CERTIFICATION BY CHIEF EXECUTIVE/FINANCIAL OFFICER

I hereby certify that the information in this application is correct and in total compliance with appropriate federal and state laws and regulations, and that the project design will be carried out as described in the application.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Title: \_\_\_\_\_

## **2. PROJECT ABSTRACT**

Explain the proposed project in concise terms (maximum one page).

## **3. PROJECT SUMMARY**

Briefly describe the proposed project in 100-150 words.

## **4. PROJECT NARRATIVE**

Provide a complete description of the proposed project (maximum 12 pages). The narrative should include the following:

- a. Statement of need
- b. Project objectives
- c. Description of project activities
- d. Timetable of project activities
- e. Plan for assessment and evaluation
- f. Plan for dissemination

The narrative should address the criteria regarding the project's scope, characteristics, design, implementation, evaluation, and dissemination listed in Section III, Part B (pages 4-5 of this document).

The narrative also should address, if applicable, the special consideration on page 5, indicating whether the project grants college credit to participants, and, if so, how many units of credit (graduate or undergraduate) and at what cost to the teachers.

## **5. BUDGET AND BUDGET NARRATIVE**

On pages B-5 through B8 or B-14 (if applying for a multi-year project), provide a comprehensive budget and budget narrative for the project. The project budget summary (page B-5) must be reviewed carefully and signed by the controller as well as the project director(s). Projects with unclear, incomplete, or incorrect budgets will be penalized during the review process.

**2006-2009 Rhode Island Higher Education Partnership Grants**

**A. PROJECT BUDGET SUMMARY - PAGE B5 (YEAR 1, 2, and/or 3)**

---- Requested Operating Costs ----						Higher Education Partnership Grant Funds			Matching Funds			
1. Personnel Costs												
Salary			Fringe Benefits									
Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
A. Project Director(s)												
B. Faculty												
C. Consultants												
D. Staff												
E. Intern Stipends												
<b>TOTAL PERSONNEL COSTS</b>												
2. Other Costs												
A. Education Supplies, Materials and Equipment												
B. Administrative Supplies, Materials and Equipment												
C. Copying, Printing and Binding												
D. Books, Periodicals and Manuals												
E. Postage and Telephone												
F. In-State Travel												
G. Out-of-State Travel												
H. Meeting and Other Expenses												
<b>TOTAL OTHER COSTS</b>												
<b>3. TOTAL DIRECT COSTS (Sum of Items 1 &amp; 2)</b>												
<b>4. OVERHEAD (Not to exceed 8% of Item 3)</b>												
<b>5. GRAND TOTAL OPERATING COSTS (Sum of Items 3 and 4)</b>												
<b>6. TOTAL % BREAKDOWN PER PARTNER</b>			Arts & Sciences	Teacher Preparation			LEA			Other		

**Project Director(s)**  
Name & Title (please print)

Signature

Date

**Controller or authorized officer**  
Name & Title (please print)

Signature

Date

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## 2006-2009 Rhode Island Higher Education Partnership Grants

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### B. DETAILED BUDGET FORM (YEAR 1)

\*\*\*\*Directions: For each line item below, explain the cost-basis and provide appropriate calculations. Salaries/stipends should be based on the real-time contributions of each person to the project.

#### 1. Salaries and Fringe Benefits for Project Personnel

---

Specific Position Title and Names	Full-Time Equivalent	Rate of Pay	FICA & Fringe Benefits	Total
--------------------------------------	-------------------------	----------------	---------------------------	-------

---

A. Project Directors (Name/Title)

B. Faculty (Name/Title)

C. Consultants (Name/Title)

D. Staff (Name/Title)

E. Interns (Number/Level)

**Total Personnel Costs**

\$ \_\_\_\_\_

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**2006-2009 Rhode Island Higher Education Partnership Grants**

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**2. Other Costs (YEAR 1)**

**A. Education Supplies, Materials and Equipment**

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Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Education Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**B. Administrative Supplies, Materials and Equipment**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Administrative Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**C. Copying, Printing and Binding**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Copying, Printing and Binding Costs** \$ \_\_\_\_\_

**D. Books, Periodicals and Manuals**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Books, Periodicals and Manuals Costs** \$ \_\_\_\_\_

**2006-2009 Rhode Island Higher Education Partnership Grants**

**E. Postage and Telephone (YEAR 1)**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Postage and Telephone Costs</b>			\$ _____

**F. In-State Travel**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total In-State Travel Costs</b>			\$ _____

**G. Out-of-State Travel** (will be considered for project participants if travel is needed to further professional development activities)

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Out-of-State Travel Costs</b>			\$ _____

**H. Meeting and Other Expenses**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Other Expenses</b>			\$ _____

**TOTAL DIRECT COSTS (YEAR 1)** \$ \_\_\_\_\_

**OVERHEAD** -- Not to exceed 8 percent of total direct costs \$ \_\_\_\_\_

**TOTAL REQUESTED IN APPLICATION (YEAR 1)** \$ \_\_\_\_\_

**TOTAL % BREAKDOWN PER PARTNER**

Arts & Sciences	Teacher Preparation	LEA	Other
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## 2006-2009 Rhode Island Higher Education Partnership Grants

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### B. DETAILED BUDGET FORM (YEAR 2)

\*\*\*\*Directions: For each line item below, explain the cost-basis and provide appropriate calculations. Salaries/stipends should be based on the real-time contributions of each person to the project.

#### 1. Salaries and Fringe Benefits for Project Personnel

Specific Position Title and Names	Full-Time Equivalent	Rate of Pay	FICA & Fringe Benefits	Total
--------------------------------------	-------------------------	----------------	---------------------------	-------

A. Project Directors (Name/Title)

B. Faculty (Name/Title)

C. Consultants (Name/Title)

D. Staff (Name/Title)

E. Interns (Number/Level)

**Total Personnel Costs**

\$ \_\_\_\_\_

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**2006-2009 Rhode Island Higher Education Partnership Grants**

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**2. Other Costs (YEAR 2)**

**A. Education Supplies, Materials and Equipment**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Education Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**B. Administrative Supplies, Materials and Equipment**

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Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Administrative Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**C. Copying, Printing and Binding**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Copying, Printing and Binding Costs** \$ \_\_\_\_\_

**D. Books, Periodicals and Manuals**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Books, Periodicals and Manuals Costs** \$ \_\_\_\_\_

**2006-2009 Rhode Island Higher Education Partnership Grants**

**E. Postage and Telephone (YEAR 2)**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Postage and Telephone Costs</b>			\$ _____

**F. In-State Travel**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total In-State Travel Costs</b>			\$ _____

**G. Out-of-State Travel** (will be considered for project participants if travel is needed to further professional development activities)

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Out-of-State Travel Costs</b>			\$ _____

**H. Meeting and Other Expenses**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Other Expenses</b>			\$ _____

**TOTAL DIRECT COSTS (YEAR 2)** \$ \_\_\_\_\_

**OVERHEAD** -- Not to exceed 8 percent of total direct costs \$ \_\_\_\_\_

**TOTAL REQUESTED IN APPLICATION (YEAR 2)** \$ \_\_\_\_\_

**TOTAL % BREAKDOWN PER PARTNER**

Arts & Sciences	Teacher Preparation	LEA	Other
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## 2006-2009 Rhode Island Higher Education Partnership Grants

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### B. DETAILED BUDGET FORM (YEAR 3)

\*\*\*\*Directions: For each line item below, explain the cost-basis and provide appropriate calculations. Salaries/stipends should be based on the real-time contributions of each person to the project.

#### 1. Salaries and Fringe Benefits for Project Personnel

Specific Position Title and Names	Full-Time Equivalent	Rate of Pay	FICA & Fringe Benefits	Total
--------------------------------------	-------------------------	----------------	---------------------------	-------

A. Project Directors (Name/Title)

B. Faculty (Name/Title)

C. Consultants (Name/Title)

D. Staff (Name/Title)

E. Interns (Number/Level)

**Total Personnel Costs**

\$ \_\_\_\_\_

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**2006-2009 Rhode Island Higher Education Partnership Grants**

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**2. Other Costs (YEAR 3)**

**A. Education Supplies, Materials and Equipment**

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Description of Items	Unit Cost	Quantity	Proposed Expenditure
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---

**Total Education Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**B. Administrative Supplies, Materials and Equipment**

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Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Administrative Supplies, Materials and Equipment Costs** \$ \_\_\_\_\_

**C. Copying, Printing and Binding**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Copying, Printing and Binding Costs** \$ \_\_\_\_\_

**D. Books, Periodicals and Manuals**

---

Description of Items	Unit Cost	Quantity	Proposed Expenditure
----------------------	--------------	----------	-------------------------

---

**Total Books, Periodicals and Manuals Costs** \$ \_\_\_\_\_

**2006-2009 Rhode Island Higher Education Partnership Grants**

**E. Postage and Telephone (YEAR 3)**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Postage and Telephone Costs</b>			\$ _____

**F. In-State Travel**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total In-State Travel Costs</b>			\$ _____

**G. Out-of-State Travel** (will be considered for project participants if travel is needed to further professional development activities)

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Out-of-State Travel Costs</b>			\$ _____

**H. Meeting and Other Expenses**

Description of Items	Unit Cost	Quantity	Proposed Expenditure
<b>Total Other Expenses</b>			\$ _____

**TOTAL DIRECT COSTS (YEAR 3)** \$ \_\_\_\_\_

**OVERHEAD** -- Not to exceed 8 percent of total direct costs \$ \_\_\_\_\_

**TOTAL REQUESTED IN APPLICATION (YEAR 3)** \$ \_\_\_\_\_

**TOTAL % BREAKDOWN PER PARTNER**

Arts & Sciences	Teacher Preparation	LEA	Other
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2006-2009

**Rhode Island Higher Education Partnership Grants**

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**6. RÉSUMÉS FOR PROJECT PERSONNEL**

List all project personnel (consultants, faculty, instructors, etc.) using the following format for each listed individual and attach résumés (limited to two pages per individual).

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

Institution or Organization: \_\_\_\_\_

**7. SERVICE AGREEMENTS**

Attach service agreements from schools/districts.

**8. APPENDICES**

Attach appendices if necessary (limited to ten pages). Appropriate appendices might include evaluations or assessments from past projects or other documentation of prior effectiveness.

**IMPROVING TEACHER QUALITY STATE GRANTS  
TITLE II, PART A**

**STATE AGENCY FOR HIGHER EDUCATION (SAHE)  
MONITORING SELF-STUDY PROTOCOL / FORMATIVE EVALUATION**

**Directions:** As you know, your Title II project is scheduled for a visit on \_\_\_\_\_ (date of visit). One week in advance of the visit, please complete and return to \_\_\_\_\_, RIOHE grant coordinator, the following self-study. The questions should help you prepare for the visit by taking stock of the progress of your project.

Anticipated # of Participants: \_\_\_\_\_ Actual # of participants: \_\_\_\_\_

Total Funds Budgeted: \_\_\_\_\_ Expenditures to Date: \_\_\_\_\_

A. The project uses Title II, Part A funds to provide high-quality, sustained professional development activities to teachers and principals and, where appropriate, to paraprofessionals.

1. Yes/No in effective instructional strategies
2. Yes/No in the use of challenging State academic standards
3. Yes/No The project has a rigorous evaluation component. If yes, please describe.

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4. Yes/No The project ensures that professional development is sustained and intensive. If yes, please describe.

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5. Yes/No. Were pre-tests/surveys completed during initial workshop activities?

6. Yes/No. Were post-tests/surveys completed near the end of project activities?

7. Yes/No. The project has all of the required partners active in the grant. If yes, list each of the partners and provide a contact person for each.

Division of teacher preparation:

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School of arts and sciences:

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High-need LEA(s):

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Other partners:

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8. Yes/No. Is the project grounded in scientifically based research? If yes, please explain.

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9. Yes/No Is the grant timeline on schedule with milestones being met? What are your greatest successes? What are the biggest challenges and how are they being addressed?

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10. Yes/No Do participants understand the outcomes (skills and knowledge) they should possess as a result of participation? How is their understanding demonstrated?

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Other Comments:

Self Study Prepared by \_\_\_\_\_; date \_\_\_\_\_