Request for Proposals

July 2015

The No Child Left Behind Act of 2001 (NCLB), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places emphasis upon teacher quality as a factor in improving student achievement. The Title II programs focus on preparing, training, and recruiting high-quality teachers and principals.

The Hawai‘i Department of Education and the University of Hawai‘i College of Education receive 97% and 3% respectively of the total state allocation under ESEA Title II, Part A. The College is responsible for distributing its allocation through competitive grants competition. The 2015–2016 request for proposals is attached.

Deadline for submissions is August 21, 2015.

Award notification is expected by September 1, 2015.

Please submit original plus two copies of the signed proposal along with an electronic copy of the proposal by 4:00 pm, August 21, 2015 to:

Valerie Shearer
Improving Teacher Quality Higher Education Grants
College of Education
University of Hawai‘i at Manoa
1776 University Ave., Everly Hall 130
Honolulu, HI 96822

Sincerely,

Donald B. Young, Dean

Attachments  Request for Proposals
Certification
Request for Proposals

IMPROVING TEACHER QUALITY HIGHER EDUCATION GRANTS
Public Law 107–110
(ESEA, Title II, Part A)

Fiscal Year 2015–2016

Proposals are solicited for projects to conduct professional development activities for in-service teachers, highly qualified paraprofessionals, and (if appropriate) principals in areas delineated below.

Overview
The No Child Left Behind Act of 2001 (NCLB Act), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places a major emphasis upon teacher quality as a factor in improving student achievement. The Title II programs focus on preparing, training, and recruiting high-quality teachers and principals.

The No Child Left Behind Act made significant changes in the major Federal programs that support schools’ efforts to educate the Nation’s students. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement.

Improving Teacher Quality State Grants (authorized in ESEA: Title II, Part A) is a State formula grant program. Under this program, funds are made available to support and help shape State and local activities that aim to improve teacher quality and increase the number of highly qualified teachers and principals. The program focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The goal is to improve teaching so as to raise student achievement in the academic subjects as measured by statewide and other assessments.

The Improving Teacher Quality State Grants program provides support for teacher professional development across all core academic subjects. The importance of mathematics and science remains a high priority but other subject areas such as English Language Arts are allowed as well. In addition, States are required to ensure that their strategies and Title II funded activities are grounded in scientifically based research so that students benefit from teaching practices and methods that are based on what is known to work.
Eligibility

Eligibility for *Improving Teacher Quality Higher Education Grants* is limited to partnerships comprised at a minimum of (1) a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals; (2) a school/college/division of arts and sciences within higher education; and (3) a high-need LEA (see below). Hawai‘i as a whole is designated as a high-need LEA.

An eligible partnership also may include a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school/college 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 prekindergarten program, a teacher organization, a principal organization, or a business.

Funds Available

The Hawai‘i Department of Education and the University of Hawai‘i College of Education receive 97% and 3% of the total State allocation, respectively. The University of Hawai‘i, College of Education will distribute approximately 95% of its 3% share to eligible partnerships through this competitive proposal process. The remainder of the funds is used to administer the grant program. For Fiscal Year 2015-2016, we anticipate that approximately $268,000 will be available for grants to eligible partnerships in the State of Hawai‘i, contingent upon federal approval and release of funds. These funds are expected to be available to projects starting September 1, 2015; they must be expended or returned by August 31, 2016. No extensions will be provided on this timeline due to the low administrative set-aside for managing the projects.

SPECIAL RULE—No single participant in an eligible partnership may use more than 50% of the funds awarded to the partnership. The budget must show the respective breakout by partner institution to assure reviewers that this rule has been followed in the proposal.

Activities to be Funded

*Improving Teacher Quality Higher Education Grants* funds will be used to support the following types of partnership activities designed to improve teacher quality and thus enhance student achievement in participating high-need LEAs:

I. 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 they 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.

The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

II. Developing and providing 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 as leaders 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 of the LEAs’ schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

Note: The law requires any partnership receiving both a subgrant from a State Agency for Higher Education (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.

General Guidelines

1. Concurrence with identified statewide professional development needs and priorities.
Proposals must be consistent with identified statewide professional development needs and priorities for developing and supporting a high-quality teaching force. The Hawai‘i Department of Education (HIDOE) has adopted Common Core State Standards (CCSS) in English Language Arts and mathematics and is considering adopting the new Next Generation Science Standards.

For 2015-2016, the HIDOE has identified these needs and priorities: English Language Arts, reading, mathematics, and science. A significant priority is special education in all core subject areas.

2. Congruent with State objectives.
The objectives of the proposal must be congruent with the broad objectives of the Hawai‘i Department of Education Strategic Plan 2011–2018, which can be downloaded from the following website.
3. Relation to State Articulation Outcomes.  
The objectives and activities of a proposal must enrich teachers’ content background in 
the appropriate subject area(s) and may reflect one or more of the following outcomes as 
they relate to higher education:  
   a. Develop teachers’ understanding of theories;  
   b. Model effective teaching practices for in-service teachers;  
   c. Develop and supporting teaching strategies that include hands-on activities 
      and encourage higher-order thinking skills;  
   d. Integrate curricula across several subject areas;  
   e. Develop in-service teachers as leaders in the improvement of curriculum and 
      instruction;  
   f. Assist teachers in aligning curriculum to the Common Core State Standards in 
      English language arts and mathematics  
      (http://doe.k12.hi.us/curriculum/commoncore/index.htm) adopted by the 
      Board of Education, or the Next Generation Science Standards 
      (http://www.nextgenscience.org/next-generation-science-standards)  

4. Participation of private school teachers.  
The proposed partnerships must ensure that services are offered on an equitable basis to 
public and private school teachers.  

5. Highest need rural areas.  
Priority will be given to funding projects in schools which have not received funding 
from this program before, especially those serving students in rural and outlying areas 
which have benefited little from this program in past years.  

Each proposal shall include an endorsement letter from the chief executive officer of each 
member of the partnership or the CEO’s designee (e.g., appropriate deans, principals, 
complex area superintendents).  

7. Project Reports.  
Each grantee is required to submit three (3) quarterly progress and fiscal reports and a 
final report by November 30, 2016 that includes (1) data on project participants, (2) 
summary of project activities, (3) evaluation of the project’s impact on student learning 
by its participants. A report template will be provided.  

Format and Required Components for Project Proposal  

Project applications must:  
1. Follow the recommended format and include the required components as 
   specified in the Request for Proposals;  

2. Include a needs statement that is idiosyncratic to the professional development needs 
of a specific target group of teachers;
3. Specify a direct link to the Common Core State Standards in English language arts, or mathematics (http://doe.k12.hi.us/curriculum/commoncore/index.htm), or the Next Generation Science Standards (http://www.nextgenscience.org/next-generation-science-standards) regarding standards-based instructional and assessment strategies (For projects focusing on Activity II).

4. Accommodate the professional development needs of teachers in private or parochial schools; and

5. Leverage grant funds and activities with other projects and grants, if applicable.

Proposal Components

1. Cover page (use attached form).

2. An abstract of the proposal not to exceed 250 words (On a separate page).

3. Certification regarding debarment, suspension, ineligibility, and voluntary exclusion (use attached form).

4. Project Narrative (not to exceed fifteen (15) numbered, double-spaced pages) which includes the following sections, a through e:
   a. **Data-based needs statement** that identifies clearly the: (a) potential teachers/target audience to be served, and (b) concomitant need to improve their content knowledge for classroom settings. The needs assessment instrument should identify the specific professional development needs of the target population. The needs assessment should not be an interest inventory or a summary of needs from national studies and reports.

   b. **Evidence from scientifically based research** that proposed activities will improve student learning. Title II funded activities must be grounded in scientifically based research so that students benefit from teaching practices and methods that are based on what is known to work (see Appendix A for definition of “scientifically-based research.”),

   c. **Plan of Operation** that includes both an instructional plan and a management plan. The **Instructional Plan** should:
      i. Specify project objectives in measurable and observable terms and, to the extent possible, attainable within the duration of the project period;
      ii. List instructional objectives that indicate what teachers will know and be able to accomplish in the classroom as a result of project activities. These objectives should reflect available research and best practices in teaching, learning, and leadership; they should be consistent with the Common Core State Standards for English language arts or mathematics.
iii. Provide a topical outline of a scope and sequence of subject area knowledge addressed in the project;

iv. Describe specific professional development activities designed to achieve conceptual understanding. These professional development project activities must: (a) relate directly to stated objectives; (b) impact the professional development needs of the participants, and, (c) contribute significantly to the quality of teaching and learning in the appropriate subject areas. For additional information on standards for professional learning see the Learning Forward website at [http://learningforward.org/standards#.Uc30q-uxNCc];

v. Describe specific professional development activities designed to ensure the transfer of participants’ new knowledge and pedagogical skills to classroom settings (e.g., unit plans, lesson plans);

vi. Describe how the IHE instructional personnel will model appropriate teaching behaviors and practices that address the learning needs of students;

vii. Include key instructional personnel with strong subject area and education backgrounds; and

viii. Describe how equitable participation of teachers from parochial and private schools will be solicited.

The Management Plan should ensure effective, proper, and efficient project administration, and

1. Delineate the roles and responsibilities of each of the partnership participants;

2. Describe a high quality plan for resource and personnel utilization to attain each objective; and,

3. Describe the responsibilities of project personnel and include a timeline of all project activities.

d. Data to support the high-need status of the participating LEA(s). At least one of the partnership participants must be a high-need local educational agency.

e. An evaluation plan that assesses the success of the project in terms of its stated goals and objectives on teacher effectiveness and student learning. The evaluation plan should include both formative and summative processes. Formative processes monitor the effectiveness of activities’ progress toward the attainment of project objectives. Summative processes determine the extent to which the project influenced (a) changes in classroom teachers' knowledge of the appropriate subject areas; (b) the use of effective instructional practices; and (c) the impact on students’ learning. A sound evaluation plan includes objective and quantifiable data that provide:

• Information about the number of program participants;
• Information about participants' knowledge base at the beginning of the project;
• Comparative analysis of pre-and post-performance results; and,
• Information regarding classroom implementation of the acquired knowledge and skills as a means to assess long term impact on students’ learning and illustrate the application of exemplary pedagogical strategies (e.g., curriculum development, unit plans, lesson plans, examples of students’ work).

f. A **detailed budget** that is cost-effective and adequate to support the proposed project activities. **No single partner in an eligible partnership may use more than 50% of the funds awarded.** The budget must include a breakdown by participating partner of the following categories:
   • Personnel: include position titles, FTE, rate of pay, and period covered
   • Fringe benefits: include a rate schedule
   • Travel: specify number of trips, destination/purpose of trip, air fares, ground transportation, per diem/subsistence, etc.
   • Equipment
   • Supplies
   • Contracts
   • Other costs (specify)
   • Indirect cost: include an indirect cost of 8% based on the total direct costs.

The budget should also include a narrative that describes/justifies briefly how each cost item relates specifically to the requirements of the proposed project and the number of participants impacted

A lead participant/fiscal agent must be identified for each proposal. Funds will be awarded to the designated fiscal agent.

Projects must ensure that funds awarded will supplement not supplant state funds.

Notes:
1. Meal functions and conference travel are not permitted. Conferences are short-term professional development activities.
2. The purchase of equipment and supplies is limited to the attainment of professional development objectives specified in the project application.
3. While tuition for participants may be charged to the grant, administrative (registration) fees may not. The participants must pay these fees.
4. Letters of commitment by institutional officials (e.g., dean, principal, complex area superintendent) from all partnership participants.
5. Letters of support from potential project participants.

**Criteria for Selection of Proposals**

All grants will be awarded on a competitive basis. Proposed projects will be evaluated according to the recommended format and required project components specified above. See attached criteria and scoring form.
Submission Procedures

1. Please submit original plus two copies of the signed proposal along with an electronic copy of the proposal by 4:00 pm, August 21, 2015 to:

   Valerie Shearer, Coordinator
   Improving Teacher Quality Higher Education Grant
   College of Education
   University of Hawai‘i at Manoa
   1776 University Avenue, Everly Hall 130D
   Honolulu, HI 96822
   Email: vshearer@hawaii.edu

2. A selection committee will evaluate proposals and recommend grant awards.

3. If possible, awards will be announced by August 31, 2015.

For additional information, call Donald B. Young at (808) 956-7703; young@hawaii.edu.
Appendix A Definitions

ARTS AND SCIENCES: When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [Title II, Part A, section 2102(1)].

CORE ACADEMIC SUBJECTS: The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Part A, section 9101(11)].

ELIGIBLE PARTNERSHIP: This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [Title II, Part A, section 2131].

HIGHLY QUALIFIED PARAPROFESSIONAL: A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [Title II, Part A, section 2102(4)].

HIGHLY QUALIFIED TEACHER:
A. When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
   • The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law (see entry below for the definition of a highly qualified charter school teacher); and
   • The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

B. When the term “highly qualified teacher” is used with respect to:
   • An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
     o Holds at least a bachelor's degree; and
     o Has demonstrated, by passing a rigorous State test, subject knowledge and
teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or

- A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
  o Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
  o Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

C. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and:

- Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
- Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
- Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
- Is made available to the public upon request; and
- May involve multiple, objective measures of teacher competency [Title IX, Part A, section 9101(23)].

HIGHLY QUALIFIED VOCATIONAL EDUCATION TEACHER:
Only vocational education teachers who teach core academic courses are required to meet the definition of a highly qualified teacher. The term “core academic subjects” is defined in ESEA as “English, reading or language arts, mathematics, science, foreign languages,
civics and government, economics, arts, history, and geography.”

For example, a vocational teacher who teaches a course in Applied Physics for which students receive a science credit must hold a 4-year degree, be licensed or certified by the State, and demonstrate subject matter competence in order to be considered highly qualified. Although the course is taught by a vocational teacher, it is counted as a science credit; therefore, it is considered a core academic requirement and the teacher must meet the definition of a highly qualified teacher.

HIGH QUALITY PROFESSIONAL DEVELOPMENT: See the definition for “professional development.”

LOCAL EDUCATIONAL AGENCY (LEA): The term “local educational agency” means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

LOW-PERFORMING SCHOOL: The term “low-performing school” means an elementary school or secondary school that is identified under section 1116 of ESEA.

OUT-OF-FIELD TEACHER: A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [Title II, Part A, section 2102(5)].

PARAPROFESSIONAL: A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

PRINCIPAL: The term “principal” includes an assistant principal [Title II, Part A, section 2102(6)].

PROFESSIONAL DEVELOPMENT: The term “professional development:”
A. Includes activities that:
   1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

   2. Are an integral part of broad schoolwide and districtwide educational improvement plans;

   3. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
4. Improve classroom management skills;

5. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;

6. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

7. Advance teacher understanding of effective instructional strategies that are:
   a. Based on scientifically based research (except that this subclause shall not apply to activities carried out under Part D of Title II); and
   b. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

8. Are aligned with and directly related to:
   a. State academic content standards, student academic achievement standards, and assessments; and
   b. The curricula and programs tied to the standards described in subclause (a) [except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];

9. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

10. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

11. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

12. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

13. Provide instruction in methods of teaching children with special needs;

14. Include instruction in the use of data and assessments to inform and instruct classroom practice; and
15. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

B. May include activities that:
1. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

2. Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

3. Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [Title IX, Part A, section 9101(34)].

SCIENTIFICALLY-BASED RESEARCH: The term “scientifically based research:”
1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

2. Includes research that
   • Employs systematic, empirical methods that draw on observation or experiment;
   • Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
   • Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
   • Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
   • Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
   • Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [Title IX, Part A, section 9101(37)].
1. Project Title:

2. Applicant Institution:
   Address:

   Principal Investigator:
   Position:
   Address:
   E-mail:
   Telephone:
   Fax:

3. Target Subject Area(s), Number of Teachers (in parentheses), and Grade Levels:
   Subject Area: _____________ (_____) Grade Level(s)
   Subject Area: _____________ (_____) Grade Level(s)
   Subject Area: _____________ (_____) Grade Level(s)

4. Project is (check one of the following):
   _____ a new professional development activity
   _____ a repeat of a previously funded professional development activity*
   _____ an extension/ modification of a previously funded professional development activity.*

5. Training Site(s)/Schools Targeted:

6. Total Amount Requested:

7. Project Dates:

* Attach applicable evaluation data from previously funded activity with a description of how the findings were used to improve or modify the professional.
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, @ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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<th>NAME OF APPLICANT</th>
<th>PR/AWARD NUMBER AND/OR PROJECT NAME</th>
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<td>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</td>
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ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)
Improving Teacher Quality State Grant Review

Goal: To improve teacher quality and increase the number of highly qualified teachers and principals.

Application Reviewed _____________________________________________________

Eligibility

To be eligible for funding, the proposal must include the three required partnership members listed below (partners are institutional units, not individuals). Other partnership agencies or organizations may be included as well.
1) Institution of Higher Education (IHE) division that prepares teachers
2) School, college or division of arts and sciences within an IHE
3) High Need LEA (Hawai‘i as a whole is designated as a high need LEA)

No single partnership entity may use more than 50% of the funds awarded to the partnership.

Activities must address one of the following:
1) Professional development in core academic subject areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, geography)
2) Professional development to ensure the use of state standards and assessments to improve instructional practices and student academic achievement.

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<th>Proposal includes all three required members</th>
<th>Yes</th>
<th>No</th>
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<td>Partnership members are each allocated less than 50% of the funds requested</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Activities address professional development in core academic areas or use of states standards to improve instructional practices or student achievement.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If the response to any of the above is NO, then the proposal does not meet the eligibility criteria and no further review is necessary.

If all responses are YES, then continue to the next page for ratings.
## Criteria for Rating the Proposal

Rating Scale for items below:
0=not addressed; 1=poor; 2=adequate; 3=good; 4=very good; 5=excellent

<table>
<thead>
<tr>
<th>Rating Areas</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. DATA-BASED NEEDS STATEMENT</strong></td>
<td></td>
<td></td>
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<tr>
<td>a. Clearly identifies the potential teacher/principal audience</td>
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<tr>
<td>b. Uses data to demonstrate specific needs of target group</td>
<td></td>
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<tr>
<td><strong>2. SCIENTIFICALLY-BASED RESEARCH</strong></td>
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<tr>
<td>a. Cites scientifically-based research that connects proposed activities to improved student learning</td>
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<tr>
<td><strong>3. INSTRUCTIONAL PLAN</strong></td>
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<tr>
<td>a. Specifies objectives in measurable/observable terms</td>
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<tr>
<td>b. Objectives are reasonably attainable in the project period</td>
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<tr>
<td>c. Instructional objectives reflect research and best practices</td>
<td></td>
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<tr>
<td>d. Instructional objectives are consistent with HIDOE standards</td>
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<tr>
<td>e. Professional development activities are related to objectives</td>
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<tr>
<td>f. Transfer of knowledge to classroom settings is addressed</td>
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<tr>
<td>g. Key instructional personnel have strong subject area and education backgrounds</td>
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<td>h. Participation from parochial and private schools addressed</td>
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<tr>
<td><strong>4. MANAGEMENT PLAN</strong></td>
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<tr>
<td>a. Roles and responsibilities of partners clearly delineated</td>
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<td>b. Resource and personnel utilization adequate to attain objectives</td>
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<td>c. Clear timeline for project activities</td>
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<td><strong>5. EVALUATION PLAN</strong></td>
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<tr>
<td>a. Tied to stated goals and objectives</td>
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<td>b. Includes both formative and summative methods</td>
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<td>c. Relies on objective and quantifiable data</td>
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<td><strong>6. BUDGET</strong></td>
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<tr>
<td>a. Narrative adequately explains costs</td>
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<tr>
<td>b. Costs are connected to project objectives and activities</td>
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<tr>
<td>c. Costs appear reasonable</td>
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</tbody>
</table>

**OVERALL SCORE:** _______________________
(maximum possible score=100)

---

* If previously funded under this grant program, attach applicable evaluation data from previously funded activity with a description of how the findings were used to improve or modify the professional development.
The College of Education at the University of Hawai‘i at Manoa is the State Agency for Higher Education that receives funding under the Higher Education Act Title II, Part A, Improving Teacher Quality Grants. As the grant administrator, the College is responsible for soliciting sub-grant applications, reviewing proposals, awarding funds, monitoring sub-grant awardees for performance and compliance with applicable statutes and requirements, and providing technical assistance as needed. The following protocol provides a template for sub-award recipients to report progress on activities proposed in their grant application as approved by the College of Education. Grantees are required to provide data on project 1) participants, 2) activities, and 3) impact as described in the approved evaluation plan. Program progress reports are due quarterly.

A final report is due within 90 days of the end of the funding period, allowing time for documenting impact data from project settings.

<table>
<thead>
<tr>
<th>Quarterly Report #1:</th>
<th>Date: December 1, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly Report #2:</td>
<td>Date: March 1, 2016</td>
</tr>
<tr>
<td>Quarterly Report #3:</td>
<td>Date: June 1, 2016</td>
</tr>
<tr>
<td>Final Report:</td>
<td>Date: November 30, 2016</td>
</tr>
</tbody>
</table>

**Descriptive Data**

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Principal Investigator and contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person completing this report and contact information</td>
<td></td>
</tr>
<tr>
<td>List key personnel</td>
<td></td>
</tr>
</tbody>
</table>

Projects must include three required partners.

- College of Education/ division that prepares teachers
- College/ department/ division of arts and sciences in higher education
- High need school/schools

Other partnership agencies or organizations may be included.

<table>
<thead>
<tr>
<th>List grant partners</th>
<th></th>
</tr>
</thead>
</table>
School and Participant Data | Response/Comments
---|---
Project activities must address one of the following:
1) Professional development in core academic subject areas (English, reading or language arts, mathematics, science, languages, civics and government, economics arts, history, geography), or
2) Professional development to ensure the use of state standards and assessments to improve instructional practices and student academic achievement. | Describe the eligible activities that have been conducted during this report period.

### Total number of K-12 schools served |
### Number of high-need K-12 schools served |
### Number of highly qualified paraprofessionals served
| | Elementary/Early Childhood | Middle School | High School | Special Education |
### Number of K-12 teachers served
| | Elementary/Early Childhood | Middle School | High School | Special Education |
### Number of administrators served (principals and other school leaders)
| | Elementary | Middle School | High School | Central (e.g. district, complex, etc.) |
### Number of K–12 students impacted |
### Number of higher education faculty working with the project |
### Average number of contact hours per participant |
### Time period over which contact hours took place |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide any additional information regarding progress in implementing the project.</td>
<td></td>
</tr>
<tr>
<td>Briefly describe progress in implementing proposed project activities.</td>
<td></td>
</tr>
<tr>
<td>What changes, if any, have been made to the proposed work plan?</td>
<td></td>
</tr>
<tr>
<td>Briefly explain why the changes were necessary and the impact on the project.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What data are being collected to provide evidence of the impact of project activities? Please attach a summary of data and findings from your evaluation activities.</td>
<td></td>
</tr>
<tr>
<td>Please provide any additional information regarding progress in implementing the project.</td>
<td></td>
</tr>
<tr>
<td>What technical assistance does your project need, if any?</td>
<td></td>
</tr>
</tbody>
</table>
The College of Education at the University of Hawai‘i at Manoa is the State Agency for Higher Education that receives funding under the Higher Education Act Title II, Part A, Improving Teacher Quality Grants. As the grant administrator, the College is responsible for soliciting sub-grant applications, reviewing proposals, awarding funds, monitoring sub-grant awardees for performance and compliance with applicable statutes and requirements, and providing technical assistance as needed. The following protocol provides a template for sub-award recipients to report progress on expenditures proposed in their grant application as approved by the College of Education. Fiscal reports are due quarterly. A final expenditure report is due within 90 days of project completion.

Quarterly Report #1: _______ Date: December 1, 2015  
Quarterly Report #2: _______ Date: March 1, 2016  
Quarterly Report #3: _______ Date: June 1, 2016  
Final Report: _______ Date: November 30, 2016

<table>
<thead>
<tr>
<th>Project Requirements</th>
<th>Project Data/Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarding a sub-grant under this program was, in part, based on an approved budget submission that included allowable expenditures. Please describe any changes in program expenditures that deviate from the approved budget plan. Attach an expenditure report to the narrative.</td>
<td></td>
</tr>
<tr>
<td>No single partnership entity may use more than 50% of the funds awarded in the grant. Please provide data showing expenditures by partnership entity. The expenditure report should demonstrate adherence to this requirement.</td>
<td></td>
</tr>
<tr>
<td>What fiscal assistance, if any, does your project need?</td>
<td></td>
</tr>
</tbody>
</table>

SAHE Monitoring Protocol