

Alabama Commission on Higher Education

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

Request for Proposal FY 2006-2007

*Improving Teacher Quality
Mastery of Content*

Closing Date:
September 15, 2006

**Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
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ALABAMA COMMISSION ON HIGHER EDUCATION

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

Improving Teacher Quality: Mastery of Content

REQUEST FOR PROPOSAL

The Alabama Commission on Higher Education (ACHE) invites proposals for competitive grants authorized by the NCLB legislation to eligible partnerships. In accord with the performance objectives of the legislation to increase the number of “highly qualified” teachers of core academic subjects by the end of the 2007-2008 school year [Title II, Part A, Section 1119 (a)(2),(a)(3)], the objectives of the competitive grant program administered by the ACHE are to –

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

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

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

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

² Title IX, Section 9101(11).

³ USDE Non-regulatory Guidelines.

CATEGORIES AND PRIORITY OF AWARDS

Award Categories:

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

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

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

Priority A: Proposals are restricted to applicants who are planning to continue ACHE multi-year, statewide NCLB grant projects awarded in FY2005-2006. However, there is no guarantee that any such applicant will receive a grant or, if so, at the same amount as before. **Note:** A significant departure in goals, content, or project activities will be regarded as a proposal for Priority B consideration.

Priority B: As funding permits after Priority A grants have been determined, proposals will be considered for projects that have partnerships with school districts in one or more of the following counties:

Butler	Cleburne	Crenshaw	Greene	Marengo	Tallapoosa
Chambers	Conecuh	Fayette	Lamar	Monroe	Washington
Chilton	Coosa	Franklin	Lawrence	Pickens	Wilcox

ELIGIBLE APPLICANTS

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

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

Such partnerships may also include another local education agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

PROJECT FOLLOWUP

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

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

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

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

PROJECT EVALUATION

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

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

FUNDING

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

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

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

PROJECT REPORTING

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

1. Project Data Report.

Deadline: September 14, 2007.

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

2. Expenditure Report.

Deadline: April 30, 2008.

All expenses payable from the grant are reported on a form with an attached breakout. The categories of expenses are the same as the budget proposal in the grant application (see Appendix A:3) but on a form to report all expenses incurred by the project. The expenditure report must be signed by both the project director and an official of the applicant's business office. Guidelines for preparing the report are given in Appendix G. *The form for this report is in Appendix F.*

3. Project Director's Report.

Deadline: June 2, 2008

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

GENERAL GUIDELINES

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

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

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

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

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

APPLICATION PROCEDURES

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

Forms for the proposal and project reports as well as this RFP are available online at <http://www.ache.state.al.us> in Departmental Pages under “No Child Left Behind / Title II” with separate links for each appendix for FY2006-2007. The forms may be downloaded to fill in on computer and printed in hard-copy to submit to ACHE at the address on page 8 of the Request for Proposal. ACHE is not able to accept proposals and reports submitted electronically. [NOTE: The RFP and forms for previous years **do not apply** to this year’s proposals.]

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

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

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

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

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

The proposal *must* identify the school districts to be served, and describe how the project will be, or is designed to become, available to participants statewide. It must also state the evidence used to document each “high-need” district listed as a high-need partner based on the Non-Regulatory Guidance definition (see Appendix D). In addition, the proposal must provide evidence that the project will improve subject matter knowledge to prepare highly qualified teachers in accordance with NCLB legislation.

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

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

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

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

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

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

1. Budget Summary. Complete the budget summary form provided in Appendix A:3 and attach a breakout of salaries, contracted services, and equipment if applicable. Guidelines for the budget summary are provided in Appendix A:4.
2. Resumes of Key Personnel. Provide resumes of *not more than two pages* each for the institutional and support staff (project administrators, workshop instructors, consultants, *etc.*) **NOTE:** Vitae of more than two pages will result in delay or rejection of the application.
3. Partnership Documentation. Agreement(s) signed by the appropriate representative from each partner unit.
4. Schedule of activities. Attach a timeline, including follow-up after the initial workshops/institutes, with proposed dates.
5. Written agreement(s) to use off-site facilities, if applicable.
6. Copyright/license releases, if applicable. Permission to copy cannot be assumed for "educational purposes" without permission from the copyright/license owner. If the project will reproduce *any* copyrighted or licensed materials, permission to copy such materials or evidence that such permission has been requested *must* be attached to the application.

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

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

PROPOSAL EVALUATION PROCESS

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

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

APPLICATION DEADLINE AND ANNOUNCEMENT OF AWARDS

An original and eight (8) copies of the completed application form, abstract, narrative, appendices, and one (1) copy each of the signed Statement of Assurances and most recent A-133 audit report **must be *received*** in the Office of Institutional Effectiveness and Planning of the Alabama Commission on Higher Education no later than 4:00 p.m. on **September 15, 2006**. Announcement of grants to be awarded is expected to be made by **January 8, 2007**.

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

Mail address:

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

Delivery address:

Office of Institutional Effectiveness
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Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36101-3758

Questions may be directed to –

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

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

APPENDIX A

APPENDIX A:1 APPLICATION

APPENDIX A:2 PROJECT ABSTRACT

APPENDIX A:3 BUDGET SUMMARY

APPENDIX A:4 BUDGET SUMMARY GUIDELINES

APPENDIX A:5 STATEMENT OF ASSURANCES

APPENDIX A:2

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

PROJECT ABSTRACT

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

Name of Applicant Institution: _____

Name and Address
of Operating Unit: _____

Title of Proposed Project: _____

Project Director: _____

Telephone: _____ Fax: _____

E-mail: _____

Summary (200 words):

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

BUDGET SUMMARY

USDE FY2006-2007

This form may be downloaded from <http://www.ache.state.al.us> in "Departmental Pages" under "No Child Left Behind-Title II," [FY2006-2007 Request for Proposal (RFP)] to fill in and print with the complete proposal following instructions in the RFP, pp. 6-8.

Institution: _____

Project Title: _____

I. Category	ACHE NCLB FUNDS REQUESTED					VI. TOTAL ACHE NCLB FUNDS REQUESTED	VII. External/ In-Kind Support*	VIII. BUDGET TOTAL (columns VI + VII)
	II. IHE – Education	III. IHE – Arts/Sciences	IV. High-Need School District(s)	V. Other Partners (if any)				
A. Salaries								
1. Professional								
2. Non-Professional								
3. Fringe Benefits								
Total								
B. Contracted Services								
1. Individuals/Agencies								
2. Facilities/Equipment to lease or rent								
Total								
C. Materials/Supplies								
1. Kits/Modules								
2. Books								
3. Software								
4. Office Supplies								
5. Telephone								
6. Postage/Delivery								
7. Printing								
Total								
D. Travel								
1. Project Staff								
2. Substitute Teachers								
Total								
E.1. TOTAL DIRECT COST (A to D)								
E.2. Percent of ACHE Funds Requested						100		
F. External Evaluation (9.5% of line E)								
G. TOTAL PROJECT and EVALUATION COST (lines E.1 + F)								
H. INDIRECT COST** (8% or less of line G)								
I. Equipment to Purchase								
J. Other								
K. TOTAL PROJECT COST (Lines G+H+I+J)								

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

**Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to no more than 8% of the total direct costs, excluding equipment.

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

BUDGET SUMMARY GUIDELINES*

On a separate sheet, prepare a breakout for Categories A, B, D, and H for any of these expenses. For example, if expenses are shown for salaries, state who was paid and the amount each person was paid. Itemize in the same for any contract services, travel, and equipment purchases, if any.

A. Salaries:

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

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

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

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

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

C. Materials and Supplies: Expenses for anything consumable or provided for participants.

D. Travel: With the exception of independent study, travel costs only for project faculty and staff may be paid from the ACHE NCLB grant. In addition, the budget may include expenses for substitute teachers. Otherwise, tuition, stipends, travel and other per diem expenses *may not be paid from the ACHE NCLB grant for participating teachers and principals*. The intent of this restriction is to make the federal funds available as widely as the appropriation permits by leveraging funds from other sources, and in particular to encourage financial support from the partnership school districts.

ACHE / NCLB Title II

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

E.1. Total Direct Costs: Total Lines “A” through “D” for all columns.

E.2. Percent of ACHE Funds Requested: Calculate the percent of the Total Direct Costs (line E.1) for each partner. For example, if the total direct cost for all partners (line E.1, column VI) is \$50,000 and the total direct cost for the IHE education partner (line E.1, column II) is \$5,000, then divide \$5,000 by \$50,000 and enter 10% on line E.2, column II [*i.e.* $\$5,000 / \$50,000 = .1$ or 10%]. Do not include funds budgeted from External/In-Kind Support in calculating percent. **Note:** The NCLB “Special Rule” cited below limits each partner to no more than 50% of the project grant.

F. External Evaluation: Enter 9.5% of the amount on line E.1 column VI (total amount of lines A through D). The evaluator will invoice this amount at the beginning of the grant period, and the grantee will need to pay this amount in full within thirty (30) days of receiving grant funds.

G. Total Project and Evaluation Cost: Add the total amounts on lines E.1 and F.

H. Indirect Costs: USDE partnership grants are eligible to receive 8% of the total direct costs. Enter no more than this amount on line “H” under “Total ACHE NCLB Funds Requested.” Any indirect cost exceeding this limitation must be provided from external funds or in-kind services. **Note:** Indirect costs may *not* be paid to LEA partners (see “Indirect Costs” under “Special Rule” on page 3 of this appendix).

I. Equipment: Any amount requested for equipment should not exceed the percentage of the total purchase price used for the grant project. **Note:** Any equipment budgeted must be necessary to administer or conduct the professional development offered by the grant project and explained in the project proposal.

J. Other: Funds budgeted for any other expenses (*e.g.*, participant travel, stipends, and hospitality) must be provided by External/In-Kind Support, not the ACHE NCLB grant.

K. Total Project Costs: Add the amounts in column VI on lines G, H, and I, and enter the total on line K, column VI. Also, add the amounts in column VIII (Budget Total) on lines G, H, I, and J, and enter this total on line K, Column VIII. Be certain that these amounts are consistent with the budget entries in Appendix A:1.

Special Rule: The legislation requires that no partners may receive more than 50% of the funds. For example, each of three partner entities (teacher preparation division, arts and sciences, and a local school district) may share 1/3 of the total grant equally, or one may use 50% of the grant with the other two sharing 25% each, *etc.*, but none may use more than 50% of the total grant. In determining the percentage, the question to be answered is: Who is **using** the money? Under the rule, and assuming the partnership has only three partners, the institution receiving the NCLB grant could use 75% of the funds (combination of Arts and Sciences and Teacher Preparation Divisions) provided that neither unit is allocated more than 50% of the total award. An LEA would not have to receive grant funds for it to “use” funds for purposes of the “special rule.”

Approved Expenses: LEA costs could include payments for services that the LEA or its staff directly use, *e.g.*:

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

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

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

Indirect Costs:

- Indirect costs may be included in the total % of funds to the applicant institution.

APPENDIX A:5

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

STATEMENT OF ASSURANCES

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

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

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

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

Certification of assurances for the applicant institution:

Project Title: _____

Signature: _____

Name/Title: _____

Institution: _____

Date: _____

APPENDIX B
PROJECT DATA REPORT

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

Project Data Report

Deadline for Submission: September 14, 2007

Institution: _____
Project Name: _____
Project Director: _____
Date: _____

I. Participants

NOTE: "Participants" referred to in this report are Alabama in-service K-12 teachers, highly qualified para-professionals, and principals who are receiving professional development or being trained in the project. By this definition, pre-service students, pre-K teachers, out-of-state attendees, master teachers who lead sessions, project staff, university faculty, observers, and any others *are not participants; do not count such persons as participants.*

A. School Districts: On a separate sheet, list your participants' school districts. For private school participants, include the schools' cities and administrative agencies if different from the school name.

B. Persons Served:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
Number of participants and their students:						
How many participants are in your project?						
What is the estimated number of students in <i>all</i> of your participants' classes?						

C. Certificate Level:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants have the following certificates in the subjects they are teaching?						
AA						
A						
B						
Other (specify)						
No Certificate						

D. Degrees Earned:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants have earned the following degrees? (Count only the highest degree earned.)						
Doctorate						
Education Specialist/ Professional Diploma						
Master's Degree						
Bachelor's Degree						
Associate's Degree						
Other (specify) or no degree						

E. Grade Levels Served:

	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>	<i>Public Schools</i>	<i>Private Schools</i>
How many participants are in the following grade levels? (Count each one only once.)						
High School						
Middle School						
Elementary School						
Kindergarten						
More than one grade level (specify)						

F. Years of Experience:

How many participants have the following years of experience in their current positions?	K-12 Teachers (in-service only)		Principals/Chief Administrators		Para-Professionals	
	Public Schools	Private Schools	Public Schools	Private Schools	Public Schools	Private Schools
No experience						
One year or less						
2 to 5 years						
6 to 10 years						
11 to 15 years						
16 to 20 years						
21 to 25 years						
More than 25 years						

II. Project Administration:

A. Participant Contact:

1. How many total contact hours does your project have with each participant? (*Check one.*)

- a. Less than 6 hours c. 19 – 30 hours e. 41 – 80 hours
 b. 7 – 18 hours d. 31 – 40 hours f. More than 80 hours

2. How many months is the project in contact with participants?

3. What is the number of CEU/graduate credits, if any, offered for participation?

B. Project Staff: How many project staff members are –

1. University faculty:
 2. Other university staff:
 3. University students:
 4. K-12 master teachers:
 5. Para-professionals:
 6. Others (specify):

III. High Need School Districts:

1. On a separate sheet, list the “high-need” school districts served by the project according to the criteria stated in Appendix D of the Request for Proposal.
 2. How many participating *teachers* taught in the school districts listed above as “high need”?
-

IV. External Funding (use a separate sheet for responses to the following items):

1. List private or public foundations, agencies, businesses, or similar donors that are currently providing funds or in-kind support for your project and the total amount (not an itemized list) of that support from each one.
 2. List schools/districts that are currently providing funds or in-kind support for your project and the total amount (not an itemized list) of that support from each one.
 3. List funds or in-kind support your university is providing for your project and the total amount of that support.
 4. List any other source of current external funds or in-kind support for your project and the amount of that support.
-

V. Additional Information:

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

Submit completed report to –

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

APPENDIX C

**ALABAMA
STATE BOARD OF EDUCATION**

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

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

APPENDIX C:1

State Board of Education*

Twelve (12) Standards for Effective Professional Development in Alabama

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

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

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

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

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

APPENDIX D

“HIGH NEED” LEAs

(Local Education Agencies [School Districts])

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

“HIGH NEED” LEAs (SCHOOL DISTRICTS)*

Non-Regulatory Guidance, section I-5:

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

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

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

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

Non-Regulatory Guidance, section I-7:

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

APPENDIX E
PROPOSAL EVALUATION CRITERIA

APPENDIX E

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

PROPOSAL EVALUATION CRITERIA

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

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

APPENDIX F
EXPENDITURE REPORT

Appendix F
Alabama Commission on Higher Education (ACHE)
No Child Left Behind Act (NCLB) P.L. 107-110. Title II, Part A/Subpart 3
Mastery of Content
EXPENDITURE REPORT
USDE FY2006-2007

Deadline for Submission: April 30, 2008

This form may be downloaded from <http://www.ache.state.al.us> in "Departmental Pages" under "No Child Left Behind-Title II," [FY2006-2007 Request for Proposal (RFP)] to fill in and print to submit to ACHE at the address on page 8 of the RFP.

Institution: _____ **Project:** _____

Project Director: _____ **Signature:** _____

Telephone: _____ **E-mail:** _____ **Date:** _____

Fiscal Agent – Title: _____ **Signature:** _____

I. Category	II. IHE – Education	III. IHE – Arts/Sciences	IV. High-Need School District(s)	V. Other Partners (if any)	VI. TOTAL ACHE NCLB FUNDS EXPENDED
A. Salaries					
1. Professional					
2. Non-Professional					
3. Fringe Benefits					
Total					
B. Contracted Services					
1. Individuals/Agencies					
2. Facilities/Equipment leased or rented					
Total					
C. Materials/Supplies					
1. Kits/Modules					
2. Books					
3. Software					
4. Office Supplies					
5. Telephone					
6. Postage/Delivery					
7. Printing					
Total					
D. Travel					
1. Project Staff					
2. Substitute Teachers					
Total					
E.1. TOTAL DIRECT COST (A to D)					
E.2. Percent of ACHE Funds Expended					100%
F. External Evaluation					
G. TOTAL PROJECT and EVALUATION COST (lines E.1 + F)					
H. INDIRECT COST* (8% or less of line G)					
I. Equipment Purchased					
J. TOTAL PROJECT COST (lines G+H+I)					
K. Project Funds Received					
L. Balance Due from ACHE					
M. Balance to Refund to ACHE					

*Education Department General Administrative Regulations (EDGAR 75.562) limit indirect costs to no more than 8% of the total direct costs, excluding equipment.

** Indirect cost is not allowed to be paid to school district(s). Note restriction for LEAs (school districts) stated in Appendix A-4.

APPENDIX G
EXPENDITURE REPORT GUIDELINES

APPENDIX G

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

EXPENDITURE REPORT GUIDELINES

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

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

I. GENERAL

- Attach documentation for all expenses paid or invoiced by the date of the report. For example, if expenses are shown for salaries, state who was paid and the amount paid. Document in the same way for any contract services, and include invoices or proof of payment for materials/supplies, travel, and equipment purchases, if any. *Note that this is a report of actual expenses; it does not permit estimating additional expenses anticipated after the date of the Expenditure Report that are not already invoiced. Any expenses reported that are not documented as paid or invoiced will be disallowed.*
- Report only expenses paid from the ACHE NCLB grant. Do not include expenses paid by external/in-kind sources.
- Accounting categories, codes, or labels of the institution sponsoring ACHE NCLB projects do not apply to this report. Be sure to translate as necessary into the categories described in these guidelines in order to avoid possible delay in payment of the final installment of the grant.
- Column VI “Total ACHE NCLB Funds Expended” is the total amount for all project expenses paid or invoiced to be charged to the grant up to the date of the Expenditure Report. *The grant will not pay for any estimated expenses or for any charges that are invoiced after the Expenditure Report deadline.*

II. LINE CATEGORIES

A. Salaries:

Professional salaries apply *only* to instructional and administrative staff of the applicant institution--*i.e.*, those who are to be directly involved in the project administration, presentations, and/or research.

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

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

B. Contracted Services: These are funds for services other than those provided by institutional faculty and staff, *i. e.* professional consultants or K-12 master teachers, facility/equipment rental. **Note:** Any salaried member of the project institution who is paid by the grant should be included above in section "A: Salaries," *not* in contracted services.

C. Materials and Supplies: Expenses for anything consumable or provided for participants, project administration, printing and production costs, and communication services (telephone, mail, *etc.*). **Note:** Any materials/supplies purchased must be necessary to administer or conduct the professional development offered by the grant project.

D. Travel: Travel costs for project faculty and staff and for participants in a project for independent study listed with "staff" may be paid from the ACHE NCLB grant. In addition, expenses for substitute teachers may be included. Otherwise, tuition, stipends, travel and other per diem expenses *may not be paid from the ACHE NCLB grant for participating teachers and principals.*

E.1. Total Direct Costs: Total lines "A" through "D" for all columns.

E.2. Percent of ACHE Funds Expended: Calculate the percent of the Total Direct Costs (line E.1) for each partner. For example, if the total direct cost for all partners (line E.1, column VI) was \$50,000 and the total direct cost for the IHE education partner (line E.1, column II) was \$5,000, then divide \$5,000 by \$50,000 and enter 10% on line E.2, column II [*i.e.* \$5,000 / \$50,000 = .1 or 10%]. **Note:** The NCLB "Special Rule" cited in Appendix A:4 limits each partner to no more than 50% of the grant.

F. External Evaluation: Enter the amount paid to the external evaluator.

G. Total Project and Evaluation Cost: Add the total amounts on lines E.1 and F.

**ACHE / NCLB Title II
Expenditure Report Guidelines / Appendix G
Page 3**

H. Indirect Costs: USDE partnership grants are eligible to receive 8% of the total direct costs. Enter no more than this amount on line "H" under "Total ACHE NCLB Funds Requested." Any indirect cost exceeding this limitation must be provided from external funds or in-kind services. **Note:** Indirect costs may *not* be paid to LEA partners (see "Indirect Costs" under "Special Rule" on page 3 of Appendix A:4).

I. Equipment: If equipment is purchased for the project, the amount charged to the grant should not exceed the percentage of the total purchase *used* for the project.

J. Total Project Costs: Add the amounts in column VI on lines G, H, and I, and enter the total on line K, column VI.

K. Project Funds Received: Enter the amount of ACHE NCLB funds the institution has received to date.

L. Balance Due from ACHE. Assuming that the total project expenses (line J) are greater than the amount on line K, enter the difference on line L.

M. Balance to Refund to ACHE. If the total project costs (line J) are less than the amount on line K, enter the difference on Line M. At the same time, have your Business Office prepare a check for this amount payable to the Alabama Commission on Higher Education and send it to the ACHE Office of Institutional Effectiveness and Planning *with a copy of the Expenditure Report*.

Note that if the total project costs are the same as the project funds already received, there will be no refund to return to ACHE *and* no balance will remain for ACHE to pay on the grant. In this case, enter the same amounts on lines "J" and "K," and leave "L" and "M" blank.

Note also that the total amount ACHE provides cannot exceed the total grant of NCLB funds approved for the project.