



Ohio
Board
of
Regents

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Columbus, Ohio
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or 466-6000

REQUEST FOR PROPOSALS
and
GUIDELINES FOR SUBMISSION
of
COMPETITIVE PROPOSALS TO SUPPORT SUSTAINED AND
INTENSIVE HIGH QUALITY PROFESSIONAL DEVELOPMENT
PROGRAMS FOR TEACHERS
of
SCIENCE AND MATHEMATICS

FY 2001 Funds
Proposals due May 24, 2001
for the period from
September 21, 2001 to December 31, 2002

Dwight D. Eisenhower Professional Development Program
Title II, Part B, Section 2211 of Public Law 103-382
Improving America's Schools Act of 1994
The Reauthorization of the Elementary and Secondary Education Act of 1965

February 21, 2001

DWIGHT D. EISENHOWER
PROFESSIONAL DEVELOPMENT PROGRAM
2001 REQUEST FOR PROPOSALS

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TIME TABLE

February 21, 2001	Mail Request for Proposals
April 12, 2001	Return Intent to Submit Proposal Form
May 24, 2001	<u>Proposals due by 5:00 p.m. in the offices of the Ohio Board of Regents</u>
May 31 - July 5, 2001	Review of Proposals by Review Panel
July/August 2001	Review Panel Meeting to make funding recommendations
September 20, 2001	The Ohio Board of Regents approves proposals for funding.

I. INTRODUCTION

The Dwight D. Eisenhower Professional Development Program is funded under the Improving America's Schools Act of 1994 (Title II, Part B of Public Law 103-382). The Eisenhower Program has specific responsibility for initiating and supporting activities which ensure through sustained and intensive high quality professional development that teachers will provide challenging learning experiences in science and mathematics and other core academic subjects for their students. The program which had its beginnings in 1985 as Title II of The Education for Economic Security Act, was re-authorized in 1989 as The Eisenhower Mathematics and Science Education Program, and again in 1994 as The Eisenhower Professional Development Program. Although by law most of Ohio's Higher Education Eisenhower funds must go to support mathematics and science education, programs which integrate mathematics and science with other core academic subjects are permissible.

The Ohio Board of Regents **expects** to receive between \$2,000,000 and \$2,500,000 in federal funds to support the FY2001 Eisenhower Program. Funds will be allocated to colleges and universities and qualifying nonprofit organizations under a competitive proposal submission process for projects operating between September 21, 2001 and December 31, 2002.

II. THE OHIO BOARD OF REGENTS' PHILOSOPHY IN ADMINISTERING EISENHOWER FUNDS

The Eisenhower Program provides an excellent opportunity for the educational community to address serious concerns relating to teaching and learning in science and mathematics. The Ohio Board of Regents' hope is that by bringing collegiate faculty in academic and educational disciplines and/or the resources within Ohio's nonprofit organizations together with elementary and secondary school teachers, an educational environment can be provided in which creative and effective ideas and methods of teaching and learning can flourish. The result of these efforts is that teachers will develop better skills in teaching and that students will become more interested and better prepared to learn. Furthermore, Ohioans will be able to better meet the needs of today's technologically sophisticated jobs; citizens will be mathematically and scientifically literate and more students will be studying at the collegiate level.

The Ohio Board of Regents invites proposals that contain proven ways of addressing the complex issues surrounding the teaching and learning of mathematics and science. Proposals must reflect an understanding of the problems and issues involved, as well as the local educational, political, economic, and social context in which the problems exist. In addition, proposals must have well-defined goals and activities that promote interaction among faculty, teachers, and others. Proposals must also address the special needs of populations that historically have lacked access to equal educational opportunities for advanced learning and career advancement and contain options for increasing access and participation by these groups.

The competitive nature of the Eisenhower Program and importance of the problems dictate that these proposals encourage positive changes in teachers and programs at the pre-college and/or college level. The proposals should efficiently and cost-effectively meet the needs of a significant number of teachers in public and private schools.

III. PROGRAM GUIDELINES

A. ELIGIBLE INSTITUTIONS

Ohio institutions of higher education and nonprofit organizations of demonstrated effectiveness are eligible to participate and are invited to submit proposals. Nonprofit organizations are defined as those organizations whose "net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity" (EDGAR 77.1). In applying, nonprofit organizations must submit information on the organization's prior experience in developing and providing sustained professional development services for teachers, and on the organization's ability to provide effective service delivery. Collaboration between colleges and universities and nonprofit organizations of demonstrated effectiveness, including museums, zoos, educational partnership organizations, educational television stations and libraries, where appropriate, is encouraged.

Educational Service Centers and Regional Professional Development Centers are required to collaborate with an institution of higher education if they are interested in submitting a proposal. The college or university should serve as the fiscal agent in these cases. Local Education Agencies (LEA's) are not eligible to receive funds directly under the higher education part of the Eisenhower Program. The Project Director must be affiliated with an institution of higher education or a nonprofit organization of demonstrated effectiveness.

Public and private, 2-year and 4-year colleges and universities, both with and without teacher education programs are eligible to participate. Those with teacher education programs **must** include the participation of the institution's school or department of education and the departments of the specific disciplines in which the professional development will be provided.

According to Public Law 103-382, no institution of higher education or nonprofit organization of demonstrated effectiveness may receive assistance **unless the institution enters into an agreement with a Local Educational Agency (LEA), or consortium of such agencies**, to provide sustained, high quality professional development for the teachers in the schools of each such agency.

B. ELIGIBLE PROJECTS AND PROJECT ACTIVITIES

The following types of programs are eligible for funding:

- Sustained and intensive high quality professional development for teachers or teams of teachers and, where appropriate, pupil services personnel and administrators from individual schools or school districts.
- Other sustained and intensive professional development activities that are consistent with state-wide plans for professional development; and
- Improved and innovative preservice training activities within an institution of higher education that better meet the needs for well prepared teachers.

Proposals must be based on proven projects and/or creative initiatives, grounded in a solid research base, designed to meet the needs of teachers. We particularly encourage submission of projects that are built on proven, effective research-based strategies. The projects should be designed to disseminate, replicate and/or scale-up already identified successes in improving mathematics and science teaching and learning. Possible formats for projects include, but are not limited to, workshops, seminars, intense (two-

to five-week or longer) summer courses, or combinations thereof. Many of the most effective projects in improving the content knowledge and classroom practices of teachers have been summer programs with 100 or more contact hours, using a hands-on, inquiry based, problem-solving approach, and incorporating follow-up activities.

For inservice activities, we encourage projects that involve not only teachers, but also administrators and other support personnel from the same school or district. This approach is frequently effective in implementing changes both in and out of the classroom.

One of the greatest needs in Ohio is for projects that focus on induction programs involving teachers who are new to the profession; another is for extended period inservice projects at the elementary and middle school level; however, all types of projects listed above are eligible for consideration.

C. PROJECT EMPHASIS

All entities receiving grants must assure that programs will address the need for greater access to, and participation in, mathematics and science for students from historically **underrepresented and underserved** groups, including females, minorities, individuals with limited English proficiency, the handicapped and migrants; and gifted and talented students. There is a particular interest in projects that: 1) involve teachers of the elementary and middle grades, 2) focus on teachers who are new or those with only a few years of teaching experience, 3) address the needs of minority teachers and students, and/or 4) improve access to, and participation in, science and mathematics by low income and rural students. Further, grantees must assure that projects will provide the opportunity **for equitable participation** of teachers from both parochial and private schools.

We encourage proposals that are consistent with the goals and objectives of national and state standards and models and other major mathematics and science initiatives. Proposals should focus on high quality sustained and intensive professional development activities that **stress problem solving and inquiry**. Projects should provide approaches for equipping teachers with the knowledge and skills needed to provide students with the ability to meet challenging state content and student performance standards. The Ohio State Systemic Initiative (OSI) Discovery "Professional Development Guidelines for Mathematics and Science Teachers" (see appendix) should be considered in development of proposals.

D. COLLABORATION

Teacher participants and/or other personnel and administrators from the schools to be served by the project must be involved in project planning and proposal preparation for all projects. This will ensure that the nature, content, and academic credit (if any) for a course or workshop or other activities will meet the needs of the teachers to be served, and will promote efficient use of Eisenhower funds. Teachers and administrators in public and nonpublic elementary, secondary, and vocational schools are encouraged to evaluate critically their inservice needs in mathematics and science and to approach their colleagues in a **college or university or nonprofit organization** with a preliminary plan for a proposal. If an institution of higher education has a teacher education program, its proposal must be the result of a joint effort of that program and the school or department of the discipline in which the professional development would be provided. Both parties, presumably, would participate in implementing the grant activities.

Evidence of local education agency involvement in project planning (meeting dates, places, topics, and participants) and a formal agreement between the college or university or nonprofit organization and the local education agency or consortium of local education agencies must be included in the proposal. The "Cooperative Planning Document" (Form is in Section XI of this Request For Proposals) describes the cooperation that occurred in planning the project. If there are more than four school districts involved, only

representatives of four of the school districts need sign the document. Names of other participants, organizations, and/or districts involved in planning should be listed.

In developing proposals, the collaborating team should consider the local districts' need to improve teaching skills and content understanding as described by Ohio standards and standards of professional organizations, the requirements outlined in this Request for Proposals (RFP), and the needs and plans prepared by the individual school districts in their applications to the Ohio Department of Education for Eisenhower funds. Eisenhower funds allotted to school districts by the Ohio Department of Education may be used in conjunction with funds requested in an Eisenhower proposal to the Ohio Board of Regents and such use of funds is encouraged. It is possible to revise a school district's Eisenhower/Title II plan on file with the Ohio Department of Education, should such a need be discovered during discussions on collaboration. The **needs of parochial and private schools** also must be considered and met in these collaborative arrangements.

Colleges and universities are encouraged to determine what other similar initiatives may already exist at their institution, and to work cooperatively with existing initiatives in developing their proposal. These institutions should explore options for a continuing commitment, including establishment of formal courses in academic departments, to meeting the needs of the inservice or preservice teacher. Faculty with established programs are encouraged to explore, with their colleagues in other institutions, options for replicating their programs to meet the needs of the underserved in both urban and rural areas.

Collaboration between colleges and universities and business, industry, government agencies and labs, professional societies, and nonprofit organizations of demonstrated effectiveness is encouraged. These organizations may, for example, include museums, zoos, libraries, educational broadcasting stations, engineering and science societies, and teacher's organizations. The collaborative arrangement must include a description of the proposed interaction and activities within the consortium.

For projects that include contributions, including financial contributions, from sources other than those received from the Ohio Board of Regents, the responsible official from the school district, industry or nonprofit organization making the contribution must also sign the proposal cover page. This signature will acknowledge involvement of the district(s) and/or organization(s) in the project as described in Part I (Collaborative Structure) of the proposal; the signed proposal will constitute the formal agreement required under the law. This involvement may include encouragement of teacher or student participation; financial or in-kind support for teachers and/or the program; actual participation of students, teachers, faculty, administrators, and/or business and industry leaders in the program; or financial support for equipment and materials used by teachers during or after the project.

IV. PREPARATION OF PROPOSAL

All proposals must use the format that follows including lettered headings. It is essential that all of the elements of this outline be explicitly addressed and the proposal parts should be presented in the order prescribed here.

A. PROPOSAL COVER PAGE (FORM IS IN SECTION XI OF THIS RFP)

- Signatures by representatives of the collaborating districts and organizations.
- Signatures of the Project Director and an Institutional Representative who has the authority to accept and expend grant monies for the Institution of Higher Education or Nonprofit Organization.

B. ABSTRACT (FORM IS IN SECTION XI OF THIS RFP)

- One page concise summary of the project, including collaborating groups and participants, type of and time for main activities, and expected outcomes.

C. TABLE OF CONTENTS

D. COOPERATIVE PLANNING DOCUMENT (FORM IS IN SECTION XI OF THIS RFP)

- Description of collaboration and previous planning.
- Signatures of representatives from schools/agencies involved in project planning are required.

E. NEEDS

- Identify specific needs that the project will address.
- Discuss the significance of these needs at both the local and state level.

F. GOALS AND ANTICIPATED OUTCOMES

- Provide a statement of project goals and anticipated outcomes.
- Goals should be measurable.
- Anticipated outcomes must address the effect of the project on the understanding and performance of the target audience.

G. ACHIEVEMENT AND IMPACT OF SIMILAR CURRENT/PREVIOUS PROJECT(S)

This section only applies if the proposed project is an expansion or continuation of an earlier Eisenhower project conducted by the Project Director or proposing institution.

- Provide data which indicate how the previous project participants were affected.
 - Identify how their involvement benefited them or changed their abilities in math and science.
 - Provide evidence of changes in teaching methods, attitudes, and/or learning styles.
- Indicate the relationship between the success of the previous project(s) and the anticipated outcomes of the proposed project.
- If the previous project is still in progress, provide updated information of the accomplishments to date including number of participants and any program changes.
- If there is a teacher preparation school or department, they must be active participants in the continuation or expansion of proposal.

H. ACTIVITIES

- Describe how the activities will accomplish the goals of the project.
- Provide a **detailed description** of the **proposed activities**. The description should include the following information for each activity:
 - Time allotted, staff person responsible, relationship to project goals.
- If the activities involve college courses and/or teacher workshops, include the following:
 - Course of study or syllabus, identification of textbooks and/or reference materials, methods of participant evaluation.
 - Names of person(s) teaching the course.
- Format the activities sequentially, as a calendar or a timetable giving number of hours per day and the total hours per activity.
- Describe the nature of the research base, and how the proposed project will replicate, disseminate or scale-up the research base with a specific citation of the source.
- Describe in detail why and how proposed activities are likely to succeed.

I. COLLABORATIVE STRUCTURE

- Identify all college/university departments, school districts, nonprofit organizations and others involved in the project.
- Evidence must be shown of prior project planning including meeting dates, places, topics, and names of participants.
- Discuss how the collaborative structure will enhance the project.
- Describe the role, contribution and competency of each participating unit.

J. PARTICIPANTS INVOLVED

- Include a realistic estimate of the number of participants who will be served by the project.
 - Give the expected number by school district (designate if school is public, parochial, or private), subject area, and grade level.
 - Indicate number from underrepresented/underserved groups.

K. ACCESS OF UNDERREPRESENTED/UNDERSERVED (U/U) GROUPS

- Provide the strategy to be used to increase the access of and participation in projects by U/U groups.
- An actual method of recruitment must be provided. Targeted school districts should be identified.
- Provide an explanation if the project does not focus on U/U groups.

L. EVALUATION PLAN

- Actual evaluation methods and/or indicators of success **must be described** and must be related to the goals and anticipated outcomes.
- Describe the measurable impact that the project is expected to have on the teacher and/or students.
- Plans must indicate when the evaluation will be conducted (during the activity, immediately following the program, or several months later).
- The vitae of the project evaluator must be included in the vitae section.
- The project director cannot be the project evaluator.
- Care should be taken to select an evaluator who has no close ties to the project or project director and who is not currently directing an Eisenhower project.

M. REPLICATION AND DISSEMINATION

- Describe the possible methods and/or plans for replication of exemplary features.
- Discuss plans for dissemination of project results to other educators.
- Provide insight for possible continuation or institutionalization of the project after Eisenhower funding ends.

N. PROPOSAL BUDGET SUMMARY (FORM IS IN SECTION XI OF THIS RFP)

- Itemized budget reflecting both OBR-requested support and any cost-sharing and/or in-kind support .
- Copies of Budget Summary form must be printed on **blue paper**.

O. BUDGET EXPLANATION

- Provide a narrative for each cost in the budget. Describe the time involvement, roles, and responsibilities of the project director and staff members.
- Specify cost-sharing (university and nonprofit organization in-kind support, school district support, leverage of funds from other state and national sources, etc.).

P. VITAE

- Provide a **one-page vitae** for each of the following: project director, project staff members, project evaluator, graduate students, and teachers who have a major role in the project.

- Only include listings of publications, papers, abstracts, and honors related to the proposed project.

Q. CURRENT FUNDED PROJECTS AND PENDING PROPOSALS

- List current funded projects and pending proposals in which the project director and the associated staff members are involved.
- Include: Title of project, project period, percent of individual's annual time or support, total award, and funding agency.
- If there are no funded or pending proposals, enter "none" under this heading.

R. REFERENCES CITED

- Give full references for any materials cited in the narrative.

S. NONPROFIT ORGANIZATION REQUIREMENT

(Institutions of higher education need not address this requirement.)

- Each nonprofit organization submitting a proposal must provide written evidence of the organization's: (1) past experience in developing and providing sustained professional development activities and services for teachers and (2) financial stability and ability to deliver effective service.

T. INTENT TO SUBMIT EISENHOWER PROPOSAL

- So that the OBR Eisenhower Program staff may plan for the proposal review process, please return the INTENT TO SUBMIT form (attached) to the Eisenhower office by April 12, 2001.

V. PROPOSAL FORMAT

The proposal must be formatted in the following manner:

- Proposal narrative must not exceed **thirteen** (13) pages in length, **excluding** the cover page, abstract, cooperative planning agreement, budget summary (on blue paper), vitae (**one page per person**), current projects and pending proposals information, list of references cited, and letters of support.
- Narrative must be **double spaced**.
- All major subject headings must be underlined and/or highlighted.
- Proper indentation and spacing must be used to offset the headings.
- Use professional print size (suggest 10-12 cpi.).
- All pages must be numbered.

The Review Panel appreciates clear, concise, complete, carefully written and proofread proposals that meet all guidelines. Appendices of **reasonable length** (generally less than 15 pages) may be included; however, there is no guarantee that the panel will review them completely. The review and selection process is described in Section VII of this Request for Proposals.

VI. BUDGET GUIDELINES

The Ohio Board of Regents recognizes the need to serve as many teachers, prospective teachers, and other appropriate school personnel as possible with the Eisenhower Program. With limited funds available and

numerous proposals expected, the Board is particularly interested in funding proposals for efficient and highly effective projects that take advantage of funds available from other sources when appropriate.

For projects that involve coursework for credit at Ohio colleges and universities, budgets may follow one of two options: (A) grants may pay for regular tuition plus limited additional costs that might not be covered in conventional college courses; or (B) grants may pay the direct costs of the project. Any additional costs must be fully explained to ensure that there is no duplication of payment. In any case, the grant cannot support both the cost of full tuition for participants and salaries for instruction -- you must choose one option or the other. Low administrative costs are strongly encouraged.

Nonprofit organizations who do not collaborate with an institution of higher education will generally follow the direct costs option.

A. GUIDELINES FOR REGULAR TUITION OPTION

Only these listed additional costs may be included in the OBR portion of the budget:

1. **Cost of Tuition**
2. **Salaries for Instruction.** **Cannot** be charged to OBR-requested support when grant is paying for full tuition. This includes faculty, consultants, and teachers whose main project activity is course instruction.
3. **Clerical/Administrative Assistance.** Must be clearly justified. Suggested maximum \$1000.
4. **Supplies and Materials.** Limited additional supplies and materials.
5. **Participants' Living Costs.** Reasonable and appropriate expenses for residential programs only.
6. **Field Trip Expenses.** Reasonable and appropriate expenses.
7. **Travel and Conference Expenses for Project Staff and Participants.** Limited reasonable expenses for participants at state and local meetings that are integral to the project.
8. **Teacher Stipends.** Must be clearly justified and is not to be a salary replacement. A maximum rate of \$100 per week per participant is permitted. Stipends are not allowed for days on which participants receive regular pay and/or teacher substitutes are charged to the grant.
9. **Evaluation Consultants.** Costs appropriate for a formal and rigorous evaluation of participant outcomes.
10. **Teacher Substitutes.** Substitutes may be paid at the local rate up to a maximum of \$80 per day. Additional costs for substitutes must be paid by other sources. Eisenhower funds must not be used to pay for teacher substitutes in church-affiliated and parochial schools. These substitutes must be paid with funds from another source.
11. **Equipment.** **Maximum amount of \$500 for each item.** Total equipment costs must be less than 15% of OBR funds. Equipment must be clearly justified as essential for the project operation. Equipment rental is encouraged when possible.

B. GUIDELINES FOR DIRECT COSTS OPTION

1. **Salaries and Benefits.** Summer or released time faculty salaries and fringe benefits, wages for secretarial assistance and for graduate and undergraduate student assistants and peer teachers may be included.

2. **Consultants' Fees.** Maximum amount of \$300 per day plus expenses. For consultants employed as instructors or peer teachers, fees should not exceed accepted salary levels.
3. **Instructional Fees.** Required special fees, not including regular tuition and fees.
4. **Supplies and Materials.** Justifiable instructional and office materials and supplies.
5. **Participants' Living Costs.** Refer to A.5 above.
6. **Field Trip Expenses.** Refer to A.6 above.
7. **Travel and Conference Expenses.** Refer to A.7 above.
8. **Teacher Stipends.** Refer to A.8 above.
9. **Evaluation Consultants.** Refer to A.9 above.
10. **Teacher Substitutes.** Refer to A.10 above.
11. **Equipment.** Refer to A.11 above.

C. GENERAL BUDGET GUIDELINES

Salary payments for faculty overload are excluded from payment. Indirect costs, to a maximum of 8% of the total direct costs may be charged.

The Code of Federal Regulations Section 34, parts 74, 75, 76, 77, 79, 80, 81, 82, 85, 86, 97, 98, 99 and 208 (i.e., Education Division General Administration Regulations, EDGAR) may be consulted for guidance in budget preparation. The sponsoring institution of higher education or nonprofit organization is responsible 1) for ensuring that its audit and accounting procedures are in compliance with OMB Circulars (A-110 [attachment F, subparagraph 2h], A-122, A-128, or A-133); and 2) for supplying OBR with a copy of the audit report for the fiscal year(s) in which those grant monies were expended. Funds awarded under this Program may be expended from September 21, 2001, until December 31, 2002.

VII. PROPOSAL REVIEW PROCESS AND EVALUATION CRITERIA

All proposals will be reviewed and rated by a review panel to be chosen by the Eisenhower Program Staff of the Ohio Board of Regents. The panel consists of representatives of appropriate disciplines from colleges, universities, schools, professional organizations and business and industry.

Proposals will be judged mainly on information contained in the proposal. Additional information pertaining to previous funded projects will be made available to reviewers at their request. The Eisenhower Program staff reserves the right to inform the review panel about known, documented inappropriate or ineffective activities occurring in previous projects which are being considered for continuation or expansion.

Proposals will be evaluated according to the following criteria:

1. **Demonstrated Need and the Improvement of Instruction** - Evidence of:
 - Cooperative planning with one or more schools or members of the consortium.
 - Agreement that proposed activities will meet the real needs of the schools.
 - Project design and evaluation that will provide a measurable improvement in the quality of teaching, the classroom performance of teachers, and/or a measurable improvement in student learning and attitude.

- Design that will meet the needs and improve participation rates of teachers and/or students from historically U/U groups.
 - The extent to which the project could serve as a model or provide information that other institutions and schools could use to meet similar local needs.
- 2. Plan of Operation** - Evidence that/of:
- Project goals are reasonable, have been clearly identified and are linked to demonstrated needs.
 - Anticipated outcomes have a high potential for success.
 - Schools were involved in the cooperative development of both the proposal and the activity planning.
 - Appropriate, quality activities will be held within a reasonable timetable.
 - Proposed activities are practical, but creative, innovative and use research based state-of-the-art knowledge and practices.
 - Use of appropriate strategies to recruit targeted groups of teachers, including those from historically underrepresented and underserved groups.
 - Utilization of inquiry-based/problem-solving instruction and cooperative learning strategies that are consistent with major state reform efforts.
 - Use of a recruitment plan that ensures participation by public, parochial, and non-public schools.
 - Project's management plan appears to ensure proper and efficient administration.
- 3. Evaluation** - Extent to which the proposed method of evaluation:
- Adequately measures the achievement of the project goals, the effectiveness of the project, and uses appropriate individuals as evaluators.
 - Provides an evaluation of participant outcomes, i.e., changes in teacher classroom attitudes, performance and practices.
- 4. Resources** - Evidence that/of:
- Resources are adequate for meeting the project's goals.
 - The proposing entity is committed to the project.
 - The proposing entity is considering options for continuing to sustain the project or comparable activities after Eisenhower assistance ends.
 - The project staff have qualifications and experience appropriate for their assignments.
 - The time commitment by the project staff is sufficient and appropriate.
 - Collaboration with existing entities responsible for professional development.
- 5. Budget and Cost Effectiveness** - Extent to which:
- The budget is clear, concise and justified by the proposal narrative.
 - Budget is appropriate and reasonable for the goals stated in the project.
 - Budget meets the RFP guidelines.
 - Additional resources are provided, such as in-kind support, school district support, and matching funds from other local, state and national sources.
- 6. Overall Organization** - Extent to which:
- Proposed project has been well conceived and is appropriate for Eisenhower funding.
 - Proposal format is organized, well-written, concise, complete, and meets the requirements stated in the RFP.
- 7. Additional Emphasis** - Extent to which the proposed project:
- Focuses on the needs of new teachers or those with only a few years of teaching experience.
 - Targets elementary or middle school needs.

- Focuses on improving access and participation of Underserved and Underrepresented populations, including low income and/or rural groups.
- Is consistent with the aims and goals of major reform efforts in the state.

Recommendations based on the decisions of the review panel and the availability of funds will be made to the Ohio Board of Regents for consideration and formal adoption at the September 20, 2001 meeting of the Board.

VIII. PROPOSAL SUBMISSION AND DEADLINES

An original and eight copies of the proposal, each stapled in the upper left corner must be submitted. Please complete the Eisenhower Proposal Check List and submit with your proposal.

Proposals must be received at the Ohio Board of Regents by 5:00 p.m. on May 24, 2001. Late proposals will not be accepted.

Submit proposals to: **Dr. Russell O. Utgard**
 Eisenhower Program
 Ohio Board of Regents
 30 East Broad Street, 36th Floor
 Columbus, Ohio 43266-0417

IX. AWARD NOTIFICATION

Approval of grant awards is expected to be made by the Ohio Board of Regents on September 20, 2001, **contingent upon notification of the availability of funds by the U.S. Department of Education**. A grant will be issued to each successful college or university or nonprofit organization after a signed agreement on the terms of award has been received by the Ohio Board of Regents from the grantee. Those receiving awards shall follow guidelines in the Code of Federal Regulations, including guidelines for all expenditures made in regard to their project.

Documentation of all costs, including costs and verification of assignment (with time sheets) of personnel designated to work on the project, is required. These records will be subject to audit. Interim, supplemental, and final project reports are required from each project director receiving a grant. The format for these reports will be provided by the Ohio Board of Regents.

All institutions submitting a proposal will be notified in writing regarding the funding decision. Unsuccessful applicants may request the opportunity to discuss the evaluation comments with the Board of Regents professional staff. If unsuccessful applicants decide to appeal the decision, they must give written notification within 10 days of receipt of the Board of Regents funding decision. An appeal will be responded to within 30 days by the Ohio Board of Regents staff. An applicant who is not satisfied with the response may have the appeal referred to an impartial review committee designated by the Ohio Board of Regents. Its determination will be final.

Questions regarding Ohio's Eisenhower Program should be addressed to Dr. Russell O. Utgard or Dr. Pei-Hsing Wu at (614) 752-9541 or (614) 752-7538. E-mail addresses are: rutgard@regents.state.oh.us and pwu@regents.state.oh.us

X. APPENDIX

OSI-Discovery Professional Development Guidelines for Mathematics and Science Teachers
(attached)

XI. PROPOSAL FORMS (attached)

1. Proposal Cover Page
2. Abstract
3. Cooperative Planning Document FY 2001
4. Proposal Budget Summary (two (2) pages)
5. Intent to Submit Proposal
6. Proposal Checklist



Professional Development Guidelines for Mathematics and Science Teachers

● Content Focus

Enhancement of Content Knowledge

Professional development experiences should focus on enhancing teachers' knowledge of mathematics and science. The content recommended is found in Ohio's Model Curricula and in the standards of the National Council of Teachers of Mathematics and the National Research Council.

Standards-Based Curricula

Standards-based mathematics and science curricula should form the basis of teacher professional development.

Link to Curriculum

Professional development experiences should be linked to implementing local curricular frameworks that are integrated with district, school, state, and national efforts to improve the teaching of mathematics and science.

● Inquiry & Problem-Solving

Modeling of Inquiry

Professional development activities should model instructional strategies, such as inquiry problem-solving and cooperative grouping, that teachers will use with their students. Opportunities to reflect upon and connect with other teachers' experiences as part of learning communities are recommended.

In-Depth Coverage

Professional development experiences should emphasize the need to challenge students to construct in-depth understandings of core concepts. They should be designed around the research concerning effective learning and teaching.

Assessment of Experiences

Assessment should be integrated into the professional development experience. Assessment should include documenting changes in teaching practice *and* student learning.

● Sustained Experiences

Substantive Experiences

Professional development experiences need to be sustained over a period of several weeks with significant contact hours (a minimum of 40 hours is recommended). These experiences may include visits to other teachers' classrooms and should always include follow-up activities such as school-based seminars and/or reflection groups.

Tailored to Teachers

When possible, professional development experiences should connect with the professional responsibilities of teachers and be tailored to their level of knowledge, skills, and needs. Choices about the design and content of professional development should draw upon teachers' expertise and knowledge.

Internships

When appropriate, professional development experiences may include internships in business, industry, or research laboratories that will enhance teachers' understanding of mathematical and scientific applications.

● Resources

National Council of Teachers of Mathematics (NCTM). (1989). *Curriculum and evaluation standards for school mathematics*. Reston, VA.

National Research Council. (1996). *National science education standards*. Washington, DC: National Academy Press.

Ohio Department of Education. (1991). *Model competency-based mathematics program*. Columbus, OH.

Ohio Department of Education. (1994). *Science: Ohio's model competency-based program*. Columbus, OH.

PROPOSAL COVER PAGE
2001 OHIO BOARD OF REGENTS
DWIGHT D. EISENHOWER PROFESSIONAL
DEVELOPMENT PROGRAM

Please check appropriate categories

Math Proposal _____

Science Proposal _____

Combined Math/Science _____

New Project _____

Continuation Project _____

1. INSTITUTION & PROJECT DIRECTOR

College/University/Organization _____

Street/Building/PO Box _____

City _____ State _____ Zip Code _____ Phone No _____

Project Director(s) _____

Department _____ Email _____

2. PROJECT

Title _____

Discipline(s) Involved _____

Estimated Number of Teacher Participants _____ Grade Levels _____

Estimated Number of Other School Personnel _____

Contact Hours _____

Credit Hours (if any): Graduate _____ Undergraduate _____ CEU _____

Main Activities _____

3. BUDGET

Requested OBR Funds \$ _____ Total Budget \$ _____

OBR Cost per Teacher Participant _____

Budget Option (check one): Tuition _____ Direct Costs _____

4. COLLABORATING ORGANIZATIONS (SCHOOL DISTRICTS, OTHER AGENCIES AND SIGNATURES OF REPRESENTATIVES)

5. CERTIFICATION AND ENDORSEMENT

The applicant certifies that to the best of my knowledge and belief, data in this proposal are true and correct, and those responsible for conducting the activity are requisitely responsible and capable. The institution endorses the goals of the project and agrees to participate and support its costs as outlined in the proposal.

Project Director _____ Title _____

Signature _____ Date _____

Institutional Representative _____ Title _____

Signature _____ Date _____

OHIO BOARD OF REGENTS
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

ABSTRACT FY 2001

PROJECT TITLE _____

COLLEGE/UNIVERSITY/ORGANIZATION _____

PROJECT DIRECTOR(S) _____

DISCIPLINE(S) INVOLVED _____

REQUESTED OBR SUPPORT: \$ _____

OHIO BOARD OF REGENTS
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
COOPERATIVE PLANNING DOCUMENT FY 2001

(BRIEFLY DESCRIBE THE NATURE OF THE COOPERATION INVOLVED IN PREPARATION OF THIS EISENHOWER PROPOSAL. INCLUDE MEETING DATES, PLACES AND TOPICS).

THE FOLLOWING REPRESENTATIVES OF SCHOOL DISTRICTS WERE AMONG THE PARTICIPANTS IN PROPOSAL PLANNING MEETINGS (APPEND NAMES WITHOUT SIGNATURES, OF OTHERS).

NAME, TITLE, ORGANIZATION	SIGNATURE/DATE
1. _____ _____ _____	_____
2. _____ _____ _____	_____
3. _____ _____ _____	_____
4. _____ _____ _____	_____

EISENHOWER PROGRAM PROPOSAL BUDGET SUMMARY

Check budget option
Regular tuition option _____
Direct costs option _____

INSTITUTION

PROJECT DIRECTOR

1. PERSONNEL COSTS (List separately with names & titles)	EISENHOWER FUNDED MONTHS			REQUESTED EISENHOWER FUNDS	OTHER FUNDS
A1. Salaries, Key Personnel (Faculty, Admin)	ACAD	SUMR	CAL		
A2. Fringe Benefits (at approved rates) (%)					
B1. Salaries, Support Personnel (Clerical, Assistants, Grad & U.G.)					
B2. Fringe Benefits (at approved rates) (%)					
TOTAL PERSONNEL COSTS (Add Salaries & Fringe Benefits)					
2. CONTRACTUAL (Consultants, Evaluator, etc. - Provide Narrative Details)					
3. PARTICIPANT COSTS (Provide Details in Budget Explanation)					
A. Tuition & Fees					
B. Room & Board					
C. Travel					
D. Teacher Stipends (rate of \$100 per 5-day week)					
E. Teacher Substitutes (paid at local rate - maximum of \$80/day)					
F. Other (Identify)					
TOTAL PARTICIPANT COSTS					

PROPOSED BUDGET (Continued)	REQUESTED EISENHOWER FUNDS	OTHER FUNDS
4. OTHER TRAVEL (Field Trips; Meetings)		
A.		
B.		
5. SUPPLIES/MATERIALS (Provide Details in Budget Explanation)		
A. Books		
B. Instructional Materials		
C. Other (Identify)		
6. EQUIPMENT (Rental; Purchase)		
A.		
B.		
7. COMMUNICATIONS (Provide Details in Budget Explanation)		
A.		
B.		
8. SERVICES (Duplication, Publication, Etc. - Provide Details in Budget Explanation)		
A.		
B.		
9. OTHER COSTS (Specify - Provide Details in Budget Explanation)		
A.		
B.		
10. SUBTOTAL COSTS (Sum of Items 1-9)		
11. INDIRECT COSTS (8% of Subtotal Costs)		
12. TOTALS COSTS (Sum of Items 10-11)		
13. TOTAL REQUESTED EISENHOWER FUNDS		

Intent to Submit Proposal for Eisenhower Grants

Project Director _____

College/University/Organization _____

Address _____

Academic Department _____

Number of proposals you plan to submit _____

Check those that will apply to your proposal(s):

1. **Science** **Mathematics** **Combined Math/Science**
2. **Elementary** **Middle** **High School** **Pre-service Training**

Please return by April 12, 2001 to:

**Eisenhower Professional Development Program
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43266-0417**

Project Director _____

Project Title _____

Proposal Checklist
Eisenhower Professional Development Program

Please complete this checklist and mail it with your proposal.

1. An original and eight (8) copies of the proposal are included
(All stapled in upper left corner.)

2. Cover Page:
 - a. All blanks completed
 - b. Signed by: (i) Project Director and
(ii) Institutional Representative

3. Cooperative Planning Document

Signed by school district representatives

4. Project Abstract

All blanks completed

5. Budget Summary & Explanation
 - a. Budget Summary forms on **blue paper**
 - b. Budget Summary designates correct budget option
(Regular tuition or direct costs)
 - c. A detailed budget explanation is included

6. **One-page** vitae for key personnel