



Guidelines for the Submission of

Fiscal Year 2017-18

Professional Development Proposals for PK-12 Teachers of
ELA/Literacy, Science & Mathematics

Important Dates

October 17, 2016, 4:30 p.m.	RFP Release
December 9, 2016, 4:30 p.m.	Notices of Intent Due
January 20, 2017, 4:30 p.m.	Deadline for Submission of Proposals
March 23-24, 2017	Review of Proposals & Interviews

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Important Notices

1. Scope of FY 2017-18 Request for Proposals

This RFP provides guidelines for submission of either **11.5-month** or **14.5-month** professional development (PD) proposals focused on enhancing content knowledge in ELA/literacy, science, and/or mathematics for PK-12 educators. Projects will focus on a summer PD institute in 2017 with academic year (AY) workshops and classroom visitations in the fall and spring semesters. Extended 14.5-month proposals will include an additional summer PD institute in 2018 and an early fall AY follow-up.

2. Eligibility Requirements

Guidelines require that proposals be developed collaboratively within a partnership between an institution of higher education (IHE) and a PK-12 high-need local education agency (LEA). In accordance with federal requirements of No Child Left Behind (NCLB), key staff of prospective projects must include College of Arts and Sciences and College of Education faculty at public or private institutions of higher education. Community colleges may serve as non-principal partners. In addition, at least one PK-12 partner must represent a high-need LEA, as defined by NCLB.

3. Notices of Intent (NOI)

A non-binding notice of intent is requested of all interested applicants. Each NOI should be submitted electronically to Mr. Bryan Jones at bryan.jones@la.gov by December 9, 2016. Proposals may be submitted without having submitted an NOI. The NOI provides contact information and aids in the selection of appropriate out-of-state peer review teams.

4. Electronic Submission of Proposals

Applicants must submit proposals via e-mail in PDF format to Mr. Bryan Jones at bryan.jones@la.gov by 4:30 p.m., January 20, 2017. Responses will be emailed to all applicants within 24 hours to acknowledge receipt of proposals.

5. Availability of RFP Electronically

This RFP, forms and instructions, and budget documents for submitting proposals are available at <https://web.laregents.org>.

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I. PROGRAM BACKGROUND AND OVERVIEW

In 1991 Louisiana was one of ten states funded by the National Science Foundation (NSF) under a new federal program for Statewide Systemic Initiatives. The Louisiana Systemic Initiatives Program (LaSIP) became a State agency in 1992, and in 2006 merged with the Louisiana Board of Regents (BoR). LaSIP solicits proposals supporting PK-12 and higher education partnerships dedicated to providing standards-based ELA/literacy, science, and mathematics professional development (PD) projects specifically focused on content-knowledge with pedagogy. The PD projects must serve teachers, administrators, and highly qualified paraprofessionals employed in at least one high-need Local Education Agency (LEA) within Louisiana. Funding for the FY 2017-18 projects is provided through the U. S. Department of Education, Title II, Part A, *No Child Left Behind Act of 2001*. LaSIP PD projects operate under the regulations of the USDE, the guidelines in this RFP, and the subsequent contract if awarded.

II. GOALS AND SCOPE

This RFP is designed for both A) 11.5-month projects in the traditional LaSIP format that focus around a 2017 summer PD institute with Academic Year (AY) follow-ups including fall and spring workshops and classroom visitations and B) 14.5-month projects in the traditional LaSIP format along with an additional summer institute in 2018 and an early fall follow-up contact. Applicants should demonstrate strong evidence of collaborative development between an IHE and one or more K-12 school districts. The needs addressed should be identified in School Improvement Plans/School Progress Plans and standardized test scores. PD should be designed in such a way that non-participating teachers at partner schools can experience meaningful PD from participants through redelivery, therefore maximizing the impact of LaSIP investments.

The three goals for all LaSIP PD projects are to:

1. Increase teacher content knowledge through implementing effective PD based on the high-need LEA's/schools' data-driven needs and developed using research-based PD strategies through a true collaborative partnership that will take place in summer institutes and, for 11.5 month projects, during at least two sessions held during the AY and through online assignments and job-embedded activities;
2. Increase leadership capacity and pedagogical skills for teachers at target schools through school/district buy-in, school-based implementation, and/or mentoring during the AY; and
3. Increase student achievement on high-stakes testing and other achievement indicators through increased teacher content knowledge.

Proposals must demonstrate alignment with the three LaSIP goals by (1) providing two or more project-designed measurable objectives indicating rigor and relevance for each goal, and (2) including objective data that will determine if each objective was met. Issuance of awards is based on a proposal's demonstration of a capacity to:

- ✓ Build strong academic content and relevant, contemporary instructional strategies in each participant.
- ✓ Provide an intensive, sustainable, positive impact on classroom practices and student performance as measured through the results of a minimum of two classroom observations of each participating teacher.
- ✓ Align proposals with the SIP/SPP and the Common Core State Standards as appropriate.
- ✓ Enhance educators' understanding and application of current, valid research on diverse teaching methods and learning styles.
- ✓ Positively change attitudes about and expectations among teachers and administrators regarding student achievement.

III. GUIDELINES

A. K-16 PARTNERSHIPS

As a function of NCLB's USDA Title II funding, PD projects are required to include eligible partnerships. Applicants must ensure that the proposal narrative identifies and demonstrates a working relationship between the following statutorily eligible partners:

1. A division or department of an institution of higher education (IHE) that prepares teachers and/or school principals;
2. A school or department of arts and sciences at the IHE; and
3. At least one high-need LEA.

A high-need LEA is defined in NCLB 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, provision, or temporary certification or licensing. The U. S. Department of Education has determined that the most uniform and consistent poverty data for school districts is provided by the Census Bureau at <http://www.census.gov/hhes/www/saipe/district.html>.

A community college may be considered one of the statutorily required principal partners only if it has a division that prepares K-12 teachers and administrators, though it may be an additional, non-principal member of any partnership. Additional partners may include other school districts not identified as high-need LEAs, additional IHEs, public charter schools or LDE redesign schools, and private school(s) that are Brumfield-Dodd approved schools.

B. COMMON CORE STATE STANDARDS

Where appropriate and to the furthest extent possible, proposals must incorporate CCSS in the curricular content and approaches to pedagogy of the summer institutes and in the academic-year follow-ups. Proposed projects with a focus on math should consider that CCSS standards introduce Algebra I and II, data analysis, and applied math concepts earlier in the curriculum and with greater depth and breadth than in the former State standards. Proposed projects with a focus on the English Language Arts should consider that the CCSS Language Arts standards include a focus on reading informational texts in addition to literature. Specific standards should be cited and aligned with activities throughout the proposal. Proposed projects with a focus on Social Studies or Science are expected to incorporate and cite CCSS for content literacy. Proposed projects with a focus on Science are encouraged to align their projects with at least two of the three dimensions of the Next Generation Science Standards: Disciplinary Core Ideas (DCIs), Crosscutting Concepts (CCs), and/or Science and Engineering Practices (SEPs).

C. ACADEMIC-YEAR PLANNING AND CLASSROOM OBSERVATIONS

Proposals must include workshops to be facilitated at least twice during the school year. Appropriate local or regional locations for holding workshops within each district should be found to promote better participation and sustainability of partnerships. The PD workshops may include non-face-to-face activities (e.g., online assignments or other activities assigned specific hours/values). Budgets should include participant compensation when requiring participation in activities outside of a whole-group setting. The number of hours outside of that type of setting for which a participant may be

compensated must be clearly documented. PIs should assign a number of hours and deliverables for stated activities, and PIs must approve these on participant sign-in sheets.

In addition, proposals must document an agreement to conduct at least two classroom observations for each participant per year in order to monitor the implementation of instructional practices modeled in the summer institute. Staff conducting site visits must agree to use these observations to drive instruction at future AY meetings and workshops. For 14.5-month projects, an early-semester classroom visit or another AY action must be planned for participants to be completed by September 15, 2018. This activity should be designed, within the given timeframe, to gauge the participants' preparedness to employ the lessons of the second summer institute.

D. RECOMMENDED PROJECT STAFF

Project staff should include (1) one PI and one or more Co-PIs (representing the College of Education and College of Arts and Sciences partnership requirements of NCLB); (2) a part-time site coordinator (not to be filled by a graduate student) to oversee weekly correspondence and mentoring of participants, and, if applicable, to provide instruction during the summer and AY workshops; and (3) one part-time administrative assistant, which may be filled by a graduate student. A project evaluator (either an IHE faculty member or an outside consultant) is also encouraged.

It is permissible for one individual to serve in several roles. Should modifications to the recommended project staff be necessary after the proposal is funded, these changes must be pre-approved by the program manager and adequately justified in order to be in compliance with the program requirements. Requests for approval of changes to project staff must include, but are not limited to, submission of curriculum vitae.

A PI may submit only one LaSIP proposal; however, he/she may act as Co-PI on additional proposals from the IHE team. Individuals who are not employed by an eligible Louisiana IHE (e.g., out-of-state scholars, scientists, engineers or employees of industry) may serve and be listed as consultants. The PI and Co-PI must be faculty members, staff or equivalent at an eligible Louisiana IHE, with representation from both the College of Education and the College of Arts and Sciences. Proposals that include a PI or Co-PI who is listed on multiple proposals must contain a statement verifying that they will be available to perform all of the duties assigned to them in each proposal with no time conflicts.

IV. FINANCIAL CONSIDERATIONS

LaSIP 2017-18 funding may total up to \$2.5 million. In FY 2016-17, LaSIP awards for 11.5-month projects ranged between \$148,253 and \$183,037 per project. Proposals for 14.5-month projects are expected to request an additional \$60,000 to \$100,000. Funds awarded are to be used for activities in direct support of work required for the execution of all proposed PD activities. A complete guide to budget requirements is available at <https://web.laregents.org>.

A. COST SHARING

LaSIP encourages cost sharing through institutional support and leveraging of funds from districts, schools, and other entities. The nature and amount of cost sharing are considered direct evidence of the partners' desire to implement the project and their commitment to the project's ultimate success. Institutions and schools are encouraged to make only those commitments that they can realistically meet because matching commitments pledged in a proposal must be honored if the proposal is fully funded.

Suggested cost share from any partner may include additional stipends for teachers; funds to purchase teacher classroom materials relevant to content of the PD project; travel expenses to attend the project; travel, lodging, meal and/or registration expenses to attend professional State content conferences; funds for substitutes during the AY if the proposal projects job-embedded PD; and university faculty salary support, fringe, and/or administrative support.

B. GENERAL BUDGETARY GUIDELINES

The budget should adhere to the following general guidelines. The necessary documents are listed in Appendix B and posted at <https://web.laregents.org>.

1. The budget should be reasonable and clearly aligned with the measurable objectives and activities of the proposed project.
2. For 11.5-month projects, contracts are expected to begin July 1, 2017 and end on June 15, 2018. For 14.5-month projects, contracts are expected to begin July 1, 2017 and end on September 15, 2018.
3. Participants, as well as coaches/lead teachers, highly qualified paraprofessionals, and administrators, may be compensated up to \$30/hour, as long as payment is for time spent outside of their usual work day for which they are already being paid. Participants must be compensated at least \$20/hour. Appendix C details two options regarding participant compensation; PIs must choose one of the two options. The payment option pledged in the proposal must be honored in the event that the proposal is funded.
4. All financial resources available for LaSIP projects are paid on a reimbursement basis. Institutions must pay for services and activities before requesting reimbursement using mandated procedures and forms provided. Supporting documentation is mandatory for budget categories C and D, Participant Support and Travel.
5. Budget modifications greater than \$500 must be requested prior to expenditure of funds and approved by Mr. Bryan Jones, LaSIP program manager, and Ms. Christine Coulon Norton, Grants and Contracts Manager. For budget modifications of less than \$500, an e-mail notification to Ms. Norton at christine.coulon@la.gov is sufficient.
6. PIs may be required to modify budgets based on reviewer funding recommendations.
7. Budgets are reviewed each quarterly billing cycle and are subject to reduction in categories C & D, Participant Support and Travel, if the number of participants drops below 85% of the number of participants for which the project was funded during two consecutive billing cycles. Proposal budgets should be planned carefully with realistic expenditures and appropriate compensation for staff that matches actual time worked.
8. Budgets should reflect careful planning and consideration of participant compensation when integrating activities outside of a whole-group setting. The number of hours outside of such a setting for which a participant may be compensated must be clearly documented. PIs will assign numbers of hours and deliverables for stated activities, and they must approve this on participant sign-in sheets.
9. Electronic submission of the proposal is considered certification to LaSIP that the campus fiscal agent is aware of the claimed commitment(s) and has determined said commitment(s) to be consistent with all applicable guidelines, regulations, and/or policies.
10. Budgets may support participant stipends and in-State participant and staff travel/lodging/meal expenses when attending State content conferences, but these expenses must be prepared in advance and stated in the proposal. LaSIP will not reimburse conference registration fees that were not requested in the proposal, except in rare, unforeseen circumstances after a detailed justification is provided to LaSIP staff and approval is granted.
11. A project with less than 85% of the recruited participants for which the project was funded should

not begin activities without the written approval of the LaSIP staff.

C. ALLOWABLE AND NON-ALLOWABLE EXPENDITURES

1. ALLOWABLE EXPENDITURES

- a) Non-recurring expenses such as teacher stipends, project supplies, instructional or classroom materials to be stored at participating schools, consultants, university faculty/staff support, and transport/lodging and other travel costs, in accordance with State regulations (PPM 49).
- b) Expenses incurred for attendance at State content conferences, including travel, lodging, meals, and stipends, only if not being paid by the school district and stated in the proposal and budgeted in advance.
- c) Special-purpose equipment as deemed legitimate by LaSIP staff.
- d) Indirect costs and fringe benefits.
- e) All required employer-paid taxes and TRSL benefits for educators. Subcontracting with school districts in order to disperse stipends and fringe payments may be better suited for institutions required to hire participants in order to compensate educators. LaSIP will not reimburse stipend requests without appropriate documentation of benefit payments. Projects not budgeting TRSL for participants will be penalized in the review process. All projects are required to pay TRSL on stipends.
- f) Faculty salary support may be requested as summer salary (for nine- and ten-month employees) and/or a percentage of academic-year salary for which commensurate release time is provided by the institution. Overload pay or additional compensation may not be provided through LaSIP awards.

2. NON-ALLOWABLE EXPENDITURES

- a) Memberships to trade groups or teacher associations.
- b) Meals or food during the workshop day.
- c) General-purpose equipment (e.g., furniture, filing cabinets, etc.).
- d) Special-purpose equipment (non-disposable items such as cameras, video or overhead equipment, tools, computers/computer equipment, screens, display boards, etc.), unless deemed appropriate and pre-approved by the LaSIP Program Manager and Grants and Contract Manager.
- e) Out-of-state conference travel for participants and staff.
- f) Tuition or support of graduate or undergraduate students except as a percentage of administrative support staff costs.
- g) Building or infrastructure improvements.

V. PREPARING PROPOSALS FOR SUBMISSION

A. NOTICE OF INTENT

A non-binding notice of intent (NOI) is requested for both 11.5- and 14.5-month proposals, to be submitted by December 9, 2016. Proposals may be submitted without an NOI; it is simply a courtesy that allows the staff to prepare for the review.

B. PROPOSAL FORMAT

Both 11.5-month and 14.5-month proposals must contain the following elements in the order listed below. Any reference to published research throughout the proposal should include a complete citation.

1. Cover Page

The format can be found on the link for proposal submission forms at <https://web.laregents.org>.

2. Project Abstract

Provide a brief summation of the project, including the type and number of participants and the content focus.

3. Project Progression Timeline

This timeline of events provides details regarding planning and recruitment, implementation of activities, and expected progress toward fulfilling measurable objectives documented in the proposal.

4. Narrative

The narrative section of the proposal is limited to a maximum of 15 single-spaced pages. The narrative must include the headings shown below, in the order given below. The maximum score given by reviewers is listed in parenthesis for each section.

a) Project Rationale (10 points)

Briefly describe the need for the project in relation to data-driven needs of the partner LEA(s). Proposals should include the following types of information which specifically support the mission and focus of the proposed project:

- (1) Detailed profile of students and teachers to be served, including demographic information.
- (2) Specific content needs of teachers and students to be addressed in this project, including appropriate documentation from SIP/SPP and State test results.
- (3) Other pertinent needs to be addressed, accompanied by specific, related data.
- (4) Description of how all partners have worked together to assess district/school needs recruit participating sites, and determine criteria to be used to identify and select target participant sites and teachers.

b) Project Design (50 total points)

The project design focuses on improving student achievement and reflects up-to-date knowledge from research and effective practice. Begin the section with a broad description of participants, their students, and how the project will support the SIP/SPP. Additional design plans should follow in the order below.

i) Measurable Objectives (10 points)

Project objectives will guide the planning process for the PI and partners, as well as aid in the assessment of its success. Objectives must be specific, measurable, attainable, results-focused, and timely. Objectives will guide the review team in understanding the project's expected outcomes as a result of the partnerships and funds requested.

Design at least two measurable objectives for each LaSIP goal. Objectives must define the specific focus of change and the degree of change expected and may involve changes in student achievement, student behavior, teachers' content knowledge and use of effective instructional strategies, and/or increased leadership skills and analysis of student data to drive instruction. Objectives should not be restatements of goals or descriptions of project activities and should not include specific numerical improvements without baseline documentation.

ii) Specific Content-Matter/Classroom Instructional Strategies (15 points)

Address subject-matter content, including classroom instructional materials and classroom instructional strategies that will be employed. Include the research base for the content, delivery methods and instructional strategies that will be employed. Describe the connection between the project's content focus and relevant content and assessment standards.

iii) Delivery Method (20 points)

This section includes a detailed description of and evidence for the delivery method being proposed and how the approach will enhance teachers' content knowledge and classroom strategies for improved student achievement. Details should include the following:

- (1) Description of participant selection process, including who will be recruited, their qualifications, and their proposed role in achieving objectives of the project.
- (2) A detailed account of the number of hours and frequency of contact between the project team and the participants during the project.
- (3) Explanation of the stipend payment selection as it relates to the project. The PI should plan to document time spent outside of a whole-group setting, including the number of hours and deliverables required.
- (4) Plan for ensuring effective leadership PD for coaches/lead teachers and any follow-up or mentoring activities if the project involves using instructional coaches.
- (5) Plan for providing feedback and support to participants and administrators during the project to ensure implementation of new knowledge and behaviors.
- (6) Plan for dissemination to other teachers at the school or district, if applicable.
- (7) Description of research base for delivery method rationale.

iv) Collaborative Partnerships and Participant Recruitment (5 points)

Clearly indicate the process used to identify partnering schools and the roles of the targeted schools in creating the proposal and program plan. Include a description of how project staff will recruit participants and interact with teachers and administrators to ensure comprehensive, faithful implementation of the program. Provide specific details regarding how partnerships with the districts/schools will be developed and implemented. Proposals should include letters of support from the superintendents of targeted districts. PIs are strongly encouraged to secure a letter of support from the principal of each participating school.

Proposals must document a working/planning relationship with the high-need LEA and other targeted or low-performing schools. Participation by at least one principal, teacher, and school or district leader in the high-need LEA to be served is required in the planning process to ensure that the nature and content of planned activities meet the needs of the targeted audience.

c) Quality of Key Personnel (10 points)

The quality of the personnel who will carry out the project has a direct impact on its potential for success. While it is not expected that each member of the team will possess all of the qualities required to ensure a successful project, collectively the team must demonstrate the competencies and skills necessary to provide high-quality instruction in content and instructional strategies. In addition, it is essential that members of the team have PD experience with teachers and students similar to those targeted. This section should provide a description of project staff (including consultants, if any) that includes their role in the

project, time commitment, project responsibilities, and relevant training and/or experience. It should also provide assurance that the composition of the project team conforms to the guidelines of NCLB.

d) Project Evaluation (10 points)

Specifically identify the project-designed assessment plans that will provide diagnostic, formative and summative evaluations of how the project is meeting the goals of this RFP. The evaluation instruments need to be identified and matched with the specific proposal objectives. The project evaluator should be specifically identified with his or her particular duties and the amount of time he or she will spend on project evaluation defined.

e) Budget Request, Budget Narrative, and Cost Sharing (20 points)

The budget should clearly support and be aligned with the goals and objectives of LaSIP. It should be both reasonable and cost effective, based upon the number of days of PD, the number of participants, and the level of staff involvement in the project. The budget will consist of three (3) sections (the Budget Request, the Budget Narrative, and the Cost-Sharing Statement) that correspond with the budget forms and instructions and must comply with the budget guidelines contained herein and in all relevant appendices.

A complete budget for award period, divided into one budget for the July 1 through September 30, 2017 period and another for the remainder of the project, is required. Justification must be included for each line item and each line item in the budget justification must directly correspond to the measurable objective that it supports.

5) Appendices

a) Related Ongoing or Recently Completed Professional Development

Provide a summary of the data analysis of the latest ongoing and/or completed PD project implemented by the proposal's PI or Co-PIs. The summarized work described should be the project most closely related to the PD work being proposed. For proposals that continue or are related to ongoing FY 2016-17 LaSIP projects, use the Interim Report. Include an explanation of how the work of the new project will be related to the findings from the previous PD project (that is, how it will build upon the successes and correct for gaps and failures in the previous project).

b) Curriculum Vitae

Provide a vita for each project team member.

c) Current and Pending Support

Provide a description of all current and pending grant support for each IHE faculty member.

d) Memorandum of Agreement Among Partners

Provide a signed Memorandum of Agreement between the IHE, K-12 District and School Partners.

e) References/Letters of Support

Attach as appendices any letters of support from PK-16 administrators, community partners, or other key stakeholders.

VI. REVIEW PROCESS

LaSIP PD proposals undergo rigorous competitive review based on recommendations of out-of-state consultants with appropriate expertise. Funding depends on successful implementation and continued availability of NCLB funds.

The review panel will assess proposals using the Reviewer Rating Form (Appendix D). The panel's recommendations will be set forth in a final Statewide Report and become public record. Notification of awards will be made soon thereafter. Any stipulations for funding made by the panel will be transmitted to the PIs for their responses.

VII. CONTRACTUAL AGREEMENT

Institutions awarded funding enter into a contract with the Louisiana BoR. All State, federal and BoR laws, regulations and guidelines must be followed. Notification of awards will be made immediately upon acceptance of the Review Panel Final Report. Reviewers' stipulations will be forwarded to all PIs with expectations of receiving written responses and/or changes before contracts are awarded.

VIII. OWNERSHIP OF COPYRIGHTS AND PATENTS

Ownership of copyrights and patents or other proprietary interests that may result from contract activities shall be governed by the contract, applicable federal regulations, State law, and local institutional policies.

IX. PUBLIC NATURE OF PROPOSALS SUBMITTED

Once a proposal is received in the LaSIP office it becomes public record. Applicants should be aware that, by law, if a request for a proposal is made by the public, then a copy must be provided.

APPENDIX A

Proposal Submission Forms

All items listed in Appendix A are available at <https://web.laregents.org>.

1. Notice of Intent
2. Proposal Cover Page
3. Project Progression Timeline
4. Current and Pending Support
5. Memorandum of Agreement Among Partners
6. Cooperative Planning Efforts
7. Stipend Options

APPENDIX B

Budget Instructions/Budget Request, Narrative & Cost Sharing Forms

All items listed in Appendix B are available at <https://web.laregents.org>.

1. Budget Instructions
2. Budget Request Form
3. Budget Narrative Form
4. Cost Sharing

APPENDIX C

Stipend Options

You must choose either Option A or B for use in your project, and document your choice in your proposal. Should your proposal be funded, you must provide this information to your participants within a Participant Agreement or Project Syllabus. For either option, you must insert the number of days and hours for your project and the hourly stipend rate, and provide a list of your project deliverables. Projects must provide a total stipend hourly rate at a minimum of \$20 per hour and a maximum of \$30 per hour. LaSIP encourages the use of Option B.

Option A

Attendance is expected for all ____ days (total of ____ hours) of the project. Participants will receive a maximum fee of **\$30** per hour for attendance participation at the summer institute and academic year workshops. Payment will be made only on approval of and documentation from the principal investigator, (*Name of authorized person*), according to the LaSIP Attendance Policy. Participant will be paid only for the actual hours he/she participates in the professional development program. If the Participant has unexcused absences for more than 15% of the scheduled program hours, Participant may be dropped from the program at the discretion of the principal investigator and will not be eligible to receive instructional materials from the project. Any instructional materials already received must be returned to the principal investigator. The LaSIP Attendance Policy regarding unexcused absences will be enforced.

Option B

Attendance is expected for all ____ days (total of ____ hours) of the project. Participant will receive a **\$20** per hour for attendance participation at the summer institute. Upon completion of the required activities/deliverables (designed by PI) and days of attendance during the AY, participant will receive the remaining **\$10** for each full hour attended during the summer project. This will in effect raise the stipend rate to **\$30** per hour attended and will only apply if participant meets required obligations. Stipends for the AY workshops will be **\$30** per hour for attendance. Payment will be made only on approval of and documentation from the principal investigator, (*Name of authorized person*), according to the LaSIP Attendance Policy. Each participant must complete the assigned deliverables during the AY. If the participant has unexcused absences for more than 15% of the scheduled program hours, the participant may be dropped from the program at the discretion of the principal investigator and will not be eligible to receive either instructional materials from the project or the additional **\$5** per hour for attendance participation at the summer institute. In this event, any instructional materials already received must be returned to the principal investigator. The LaSIP Attendance Policy regarding unexcused absences will be enforced.

APPENDIX D

Reviewer Rating Form

PROPOSAL NUMBER: _____

PROPOSAL FOCUS: _____

INSTITUTION: _____

TITLE OF PROPOSAL: _____

PRINCIPAL INVESTIGATOR: _____

Project Rationale _____
(of 10 Points)

Project Design (Total of 50 Points)
Measurable Objectives _____
(of 10 points)

Specific Subject Matter Content/Instructional Strategies _____
(of 15 points)

Delivery Method _____
(of 20 points)

Collaborative Partnerships/Participant Recruitment _____
(of 5 Points)

Quality of Key Personnel _____
(of 10 points)

Project Evaluation _____
(of 10 points)

Budget Request, Budget Narrative and Cost Sharing _____
(of 20 Points)

TOTAL SCORE: _____

Requested Amount: _____

Recommended Amount: _____

APPENDIX E

NCLB High Need Schools

**School Districts in Louisiana Classified by NCLB as “High Need” According to Definition #1 (≥ 20% of school age children 5-17 living in poverty)
(U.S. Census Data, 2009)**

Acadia 24.98%	Evangeline 26.90%	Sabine 23.78%
Allen 23.04%	Franklin 34.32%	St. Bernard 30.94%
Assumption 21.93%	Grant 23.52%	St. Helena 27.13%
Avoyelles 30.29%	Iberia 24.19%	St. John the Baptist 20.91%
City of Baker 23.29%	Iberville 24.81%	St. Landry 29.56%
Bienville 29.41%	Jackson 23.92%	St. Martin 21.88%
Bogalusa 42.29%	Jefferson 20.52%	St. Mary 23.36
Caddo 25.01%	Lincoln 25.63%	Tangipahoa 25.91%
Calcasieu 21.18%	Madison 45.75%	Tensas 43.96%
Caldwell 24.65%	City of Monroe 35.85%	Terrebonne 20.49%
Catahoula 31.34%	Morehouse 34.19%	Union 25.24%
Claiborne 29.47	Natchitoches 31.63%	Vermilion 21.95%
Concordia 38.83%	Orleans 33.01%	Vernon 23.52%
De Soto 24.60%	Ouachita 21.90%	Washington 27.42%
East Baton Rouge 22.99%	Pointe Coupee 24.11%	Webster 25.13%
East Carroll 53.81%	Red River 31.17%	West Carroll 27.18%
East Feliciana 21.87%	Richland 31.59%	Winn 34.54%