

**STATEMENT OF WORK: Teaching Excellence and Migrant Students
(T.E.A.M.S. Grant for 2005)**

This is to request proposals from certificated teachers in the Washington Migrant Education Program funded school districts who:

1. Instruct a minimum of five (5) currently eligible migrant students in their classroom in a elementary school, or ten (10) in a secondary classroom (as evidence through official class enrollments and Certificates of Eligibility on file.)
2. Include Migrant Student Information System (MSIS) number for migrant children in your classroom (at least 5 for elementary classroom and at least 10 for secondary):
_____ # _____ # _____ # _____ # _____
_____ # _____ # _____ # _____ # _____
(These are the migrant children for whom information must be reported in the evaluation due August 15, 2005.)
3. Can demonstrate that such children will benefit from enrichment and/or expansion of teaching strategies or resources pursuant to this request.

Proposals (**not to exceed 5 pages, plus cover page and budget detail**) are due to Office of Superintendent of Public Instruction (OSPI) no later than December 15, 2004. Maximum grant per classroom teacher is \$2,500. Time of service is between January 3, 2005 and July 31, 2005. No administrative fees or indirect amounts are available from this teacher's grant.

Proposals need to include all of the following 5 sections (maximum points per session):

1. **Introduction:** Applicant name, number of eligible migrant students the project anticipates serving, grade level(s), school building and school district. Indicate qualifications, experience, and endorsement of the certificated classroom teacher related to work with English Language Learners (ELLs) Complete and sign, and obtain other signatures, on the Proposal Cover Page (See attached copy) **(5 points)**
2. **Need:** Establish a need for resources requested to increase academic learning opportunities for **migrant** students in your classroom, and/or to provide the opportunities for you to improve your teaching skills, teaching strategies, and teaching resources. Explain why this grant is needed to **supplement versus replace resources already accessible for migrant students and/or teacher resources in the district.** **(15 points)**
3. **Plan and Timeline:** Provide a “plan of operations” for implementing the activities of this proposal, complete with a timeline. List items to be purchased, professional development to be procured, implementation schedule, and method of determining success. (This method will need to be reported on at the end of the project.) Include characteristics of the classroom environment to be changed and how these align with the research-based “Nine Characteristics of High Performing Schools” (see attached copy). **(50 points)**

4. **Budget Plan:** List what and when items are to be purchased, where they will be located, how they will be marked “migrant funded” and how you ensure priority use for **migrant** students. Note when other services will be procured (inservice, conference attendance) and when they will be done to impact classroom migrant students. Explain how money will be ensured for classroom teacher’s use—purchase orders, check to the teacher, conference registration, etc. **NO INDIRECT AMOUNT OR ADMINISTRATION COSTS ARE AVAILABLE FROM THIS GRANT.** Complete **REQUIRED** T.E.A.M.S. Budget Detail Page, filling in all information (see attached copy).

(20 points)

5. **Evaluation:** Applicants agree to submit a written report by August 15, 2005 on how this proposal increased the success and the number of the **migrant** students whose USIC numbers you indicated previously participated in this project, or how improvement of teaching skills, teaching strategies, and/or teaching resources improved. Therefore, the proposal must address this evaluation component and provide “measurable outcomes” of the goals submitted within this proposal that correlate directly to this project.

(10 points)

Send proposal to:

Dr. Richard Gómez, Jr.
Migrant and Bilingual Director
OSPI
PO Box 47200
Olympia, WA 98504-7200
(360) 725-6150
Fax: (360) 664-2605
E-mail: rgomez@ospi.wednet.edu

Any questions must be forwarded in writing to Dr. Gómez, (**fax or e-mail**). The answers will be in writing and sent to all whom this proposal was sent or requested. Questions must be received by December 8, 2004.

Proposals due:

Applicants are to submit three (3) copies of their proposal. One copy must have original signatures, and the remaining two copies may have photocopied signatures. Proposals may not be transmitted using electronic media such as facsimile.

Proposals are due in OSPI by 5 p.m. DECEMBER 15, 2004.

Review and grant timeline :

Proposals will be reviewed from December 16 through December 30, 2004. Upon final review results, successful applicants will be notified and a letter of commitment forwarded for signature by the superintendent prior to funds being issued, via this grant, to the district. OSPI reserves the right to contact applicants for clarification of their proposal. Unsuccessful applicants will be notified by mail after January 3, 2005.

NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

Research has shown that there is no silver bullet—no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

1. Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared—everybody is involved. The vision is developed from common beliefs and values, creating a consistent focus.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

5. High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to education students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

6. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

7. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

8. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

9. Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

TEACHING EXCELLENCE AND MIGRANT STUDENTS
(T.E.A.M.S. Grant for 2004-5)

Proposal Cover page

GENERAL INFORMATION

Classroom Teacher/Applicant

School District

Building Name

Address

Telephone number _____

Grant Amount Requested: _____

CERTIFICATION

I _____ certify that, to the best of my knowledge
Print Applicant Name
and belief, data in this application are true and correct, the document has been
duly authorized by the governing body of the applicant, and the applicant will
comply with the attached proposal if the assistance is approved.

Applicant Signature Date

Principal's approval to send proposal and signature Date

School District Business Office's approval and signature Date

Complete application (original and two copies) must be received by the Office of Superintendent of Public Instruction (OSPI) no later than 5 p. m., December 15, 2004. NO FAXES OR EMAILS WILL BE ACCEPTED.

Send to: Dr. Richard Gómez, Jr.
Migrant and Bilingual Director
OSPI
PO Box 47200
Olympia, WA 98504-7200
(360) 725-6150
Fax: (360) 664-2605
E-Mail: rgomez@ospi.wednet.edu

ESD CO DIST Grant No.

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State and Federal Project Budget 1000B

Project Type/Name	Program No.	Revenue Account No.	Sub Program No.	Fiscal Year	Budget period Beginning Ending
Title 1 Part C	53			04-05	____ _ ____ _

District Name	Fiscal officer Name	Fiscal Officer Phone	Contact Name	Contact Phone	Special Category
					T.E.A.M.S.

Object of Expenditures

For TEAMS, only Activity 27 is allowed.

Activity	Total	0	1	2	3	4	Supplies Instr. Resources & Non- Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
27 Teaching		x	x	x	x	x				
		x	x	x	x	x				
		x	x	x	x	x				
Direct Expenditures										
Indirect Expenditures	XXX									
Total Expenditures	*									

XXX cannot be used for TEAMS

* Maximum request is \$2,500. Allowed costs are explained as per the account manual on the attachment to this form.

Note: Make sure budget is approved by the Business Office and Building Principal.

ACCOUNTING MANUAL DEFINITION OF BUDGET OBJECTS

- **Object 5** Supplies, Instructional Resources, and Noncapitalized Items

Supplies are expendable items that are consumed in use. These include computer supplies and software, copy and/or duplicating supplies, office and paper supplies. Instructional resources are those materials used to instruct students in skills or knowledge in the classroom, including computer software, pamphlets, prerecorded audio or visual tapes/CD-ROMs, textbooks, and workbooks and/or kits used in lieu of workbooks.

- **Object 7** Purchased Services

This object is used to record expenditures for services and associated goods from independent contractors or service providers that are rendered to the school district under expressed or implied contracts. Independent contractors or service providers are not employees of the school district and all characteristics of the employer/employee relationship are not present in the contractual arrangement. Purchased services include consultants and conference and workshop registrations.

- **Object 8** Travel

This object is used to record expenditures for travel authorized by policies of the school district. This travel may include contractual services for transporting school district employees and students from place to place and incidental accommodations. Do not include expenditures for transporting students to and from school, instruction sites, or extracurricular activities.

- **Object 9** Capital Outlay

Equipment is defined as a nonexpendable, tangible item of personal property having a useful life of more than one year and an acquisition cost which is within the capitalization policy established by the school district. Equipment purchased with MEP funds are the property of the State MEP office. Capital outlay may include audio-visual equipment, communication equipment, computers, printers, and other peripheral equipment, and instructional equipment. (If a computer is to be purchased, provide an explanation of how this will supplement the computers for the district's technology plan.)