

MICHIGAN DEPARTMENT OF EDUCATION

Grants Coordination and School Support

2008-2009 Middle College Health Partnership Grant

INFORMATION AND APPLICATION

Middle College Health Partnership Grant

General Instructions

INTRODUCTION

The Michigan Department of Education (MDE) is offering a grant opportunity for ISDs or a district of the first class to design a planning model for the future implementation of a consortium with a state public community college/university and an accredited hospital to create a Middle College with a focus on health sciences occupations.

Section 64 of the State School Aid Act as amended for fiscal year 2008-09 allocated \$1,000,000 to support this grant.

Part I - PURPOSE OF THE GRANT

The Middle College Health Partnership Grant is a planning grant to design and develop the middle college infrastructure for implementation in the 2009-2010 school year. The goal of the project is to design a middle college program that will increase student achievement by providing opportunities to study and participate in learning activities related to health sciences in a middle college environment. Once implemented, the initiative will provide students the opportunity to graduate from the middle college with training in a marketable health sciences occupation and up to 60 dual enrollment college credits. The turnkey plan will allow the grant recipient, with anticipated additional implementation funding, to begin operation in the fall of 2009.

GRANT RANGE

The maximum grant award will be \$250,000.

Total Funds Available: \$1,000,000

Version 1.2– September 8, 2008

ELIGIBLE APPLICANTS

Grants will be made available to ISDs or a district of the first class that is in consortia with (1) a state public community college or university, and (2) an accredited hospital.

ASSURANCE OF ACCURACY

For each application, an assurance must be submitted stating that all information provided within is true and accurate. If, during the implementation of any funded project, MDE establishes that inaccurate or false information was provided in the application, the grant may be rescinded.

CLOSING DATE AND SUBMISSION INSTRUCTIONS

The original copy bearing ORIGINAL signatures and five (5) additional copies (for a total of six) of the grant application must be postmarked **no later than October 6, 2006**, to Dwight Sinila at the following address:

Michigan Department of Education
Grants Coordination and School Support
Grants Administration & Coordination
P.O. Box 30008
Lansing, MI 48909

If shipping by overnight express or UPS, the following address must be used:

Michigan Department of Education
Grants Coordination and School Support
Grants Administration & Coordination
608 West Allegan Street
Lansing, MI 48933

The application must include a narrative, abstract, budget, detailed budget, and contact information.

The tentative time frame for the operation of this grant program includes these major milestones.

October 6, 2008	Applications due
October 16, 2008	Competitive review
October 23, 2008	Funding recommendations presented to the Superintendent of Public Instruction; awards given to ISDs or a district of the first class
November 3, 2008	Awards announced and grant award letters issued.

September 28, 2009	Projects to be completed
October 30, 2009	Final Performance Report due
November 30, 2009	Final Expenditure Report due

FUNDING CARRYOVER

A portion of the grant award may be approved for carryover to the next fiscal year upon written request to the MDE Grants office, by August 31, 2009.

REJECTION OF PROPOSALS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement.

REQUIRED COMPONENTS

Successful applicants will devise a detailed plan that will include all aspects of opening and implementing a middle college focused on the field of health sciences.

The plan must include, but not be limited to:

A memorandum of understanding with local constituent districts that ensures students will be permitted to enroll in the middle college and establishes a clear understanding for the transfer of the student's per pupil foundation allowance.

A description of outreach programs to provide middle and high school students information on the middle college concept combined with health science occupations.

A description of how the middle college will award high school credit and college credit for appropriate course completion.

A description of the middle college grade structure, i.e., a grade 9 through 12/13 model or grade 11 through 12/13 model.

A description of the academic structure and staffing of the middle college to include position descriptions for administrative and teaching faculty.

A plan to ensure that only highly qualified teachers will be employed by the middle college.

A description and schedule of professional development activities that will be used to transition traditional high school personnel to the middle college concept.

A description of the location of the middle college that will have, at a minimum, 60% of the student's learning opportunities and classes on a community college, state university and/or hospital site.

A description of how the middle college integrates student services and academic calendars into the organization of the community college/state university and the hospital.

A listing and description of courses offered along with the proposed teaching locations. Examples of course syllabi that describe how the instruction will be characterized by collaborative, project based, interdisciplinary criteria that will include clinical rotations designed to acquaint students with health service occupations.

A description of wraparound guidance and counseling services that are specifically designed to support early college students.

A description of how each student will receive an individualized education plan and how that plan will be reviewed each semester.

A description of student assessments characterized by outcomes based criteria measured by multiple assessments including performance-based measures.

A communication plan designed to inform parents, faculty, and students of middle college activities. A specific communication plan for parents designed to keep them informed of their child's academic progress.

LENGTH OF NARRATIVE AND ABSTRACT

Proposal narrative will be no longer than 30 pages including charts and graphs and the project abstract will be no longer than one page. Appendices in the form of additional attachments may not exceed 15 pages. Proposals are required to address all identified criteria.

The abstract and narrative will be no less than eleven (11) font size and no less than 1-inch margins. Proposals using less than the required spacing, font and margin size or that exceed the page requirements will be disqualified.

SELECTION OF THE AWARD RECIPIENTS

This grant will be awarded through a competitive review process. An expert review panel composed of individuals representing the Department of Education, and other selected individuals will review grant applications. The review of each application will be based the attached scoring rubric. The proposals most likely to be funded will have completely addressed all the elements described in the "Exceptionally comprehensive and rigorous" column of the rubrics. The grant awards will be based upon merit and quality, as determined by points awarded. **It is strongly recommended that the narrative be written in the sequence of the rubrics to facilitate evaluation by the grant readers.**

TECHNICAL ASSISTANCE MEETING

Applicants are encouraged to attend the technical assistance meeting on **Wednesday, September 24, 2008** at 10:00 a.m. until 12:00 p.m. in the Video Conference Room, 4th floor of the John A. Hannah Building, 608 W. Allegan Street, Lansing, Michigan. Applicants will check in at the reception desk of the John A. Hannah Building in order to be escorted to the meeting. After checking in with the security guard, call (517) 373-1806 to be escorted to the technical assistance meeting.

Please e-mail Dwight Sinila, sinilad@michigan.gov, three business days prior to the meeting. Please indicate the organization you are representing and the names and titles of your team. Please limit teams to a maximum of three people.

Technical assistance topics will include:

1. The expectations of the middle college planning document.
2. An explanation of the rubric for developing and evaluating applications.
3. Tips for writing a competitive proposal.
4. Questions and answers.

Parking is available in the lot directly in front of the Michigan Library and Historical Center on Kalamazoo Street. Occasionally, parking is also available in the public lot on Allegan Street across from the back (North) door of the Michigan Library and Historical Center. Attendees are encouraged to print a Map Quest map to acquire specific directions.

Part II – REVIEW CRITERIA

RUBRIC

Following is a rubric to help proposal writers discern whether they have sufficiently addressed all the required elements and to help reviewers score the proposals. It is strongly suggested the narrative be written in the sequence of the rubric.

A. Middle College Vision

Provide a clear description of the vision and philosophy of the proposed Middle College and how they will result in implementation of an innovative educational approach that will drive your effort. Specify the underlying theories and research that support the vision, philosophy, and innovative approach and how they will result in choice options in the targeted community. This section is worth a maximum of **30 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal provides: A minimal description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option; and	The proposal provides: A description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option; and	The proposal provides: An extensive description of the vision and philosophy and how they will result in implementation of an innovative educational approach and desirable school choice option; and
a vague description of how this project will benefit student achievement and access health service occupational training; and	a description of how this project will benefit student achievement and access to health science occupational training; and	an extensive description of how this project will improve student achievement and access to health science occupational training; and
vague references to prior strategies used to address the need for career development and employability training.	a clear reference to prior strategies used to address the need for career development and employability skill training.	a clear and complete reference to prior strategies and activities used to address the need for career development and employability skill training including lessons learned.

B. Project Design

Provide a description of the methodology, design, and strategies to be used to accomplish the project goals. This section of the proposal is worth a maximum of **60 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal provides: An incomplete plan to establish outreach programs to provide information to middle school and high school students about career opportunities related to the health sciences; and	The proposal provides: A plan to establish outreach programs to provide information to middle school and high school students about career opportunities related to the health sciences; and	The proposal provides: A detailed and comprehensive plan to establish outreach programs to provide information to middle school and high school students about career opportunities related to

		the health sciences; and
provides an incomplete plan that will provide the middle college the ability to grant a high school diploma, a certificate or a degree from a community college or state public university, or transferable college credits; and	provides a plan that will provide the middle college the ability to grant a high school diploma, a certificate or a degree from a community college or state public university, or transferable college credits; and	provides a comprehensive and detailed plan that will provide the middle college the ability to grant a high school diploma, a certificate or a degree from a state public community college or state public university, or transferable college credits; and
provides a description of the middle college grade structure; and	provides a detailed plan explaining the middle college grade structure and the rationale for the grade structure; and	provides a detailed and comprehensive plan explaining the middle college grade structure, the rationale for the grade structure and supporting research validating the design; and
provides an incomplete plan to implement a teaching location on, or partially on a college campus and/or hospital site for the integration of a middle college for the purposes of career development in the health sciences; and	provides a detailed plan to implement a teaching location on, or partially on, a college campus and/or hospital site for the integration of a middle college for the purposes of career development in the health sciences; and	provides a detailed and comprehensive plan to implement a teaching location on, or partially on, a college campus and/or hospital site for the integration of a middle college for the purposes of career development in the health sciences; and
provides a plan for the academic structure and staffing of the middle college to ensure only highly qualified teachers will be employed; and	provides a detailed description of the academic structure and staffing of the middle college to ensure only highly qualified teachers will be employed; and	provides a comprehensive and detailed description of the academic structure and staffing of the middle college to ensure only highly qualified teachers will be employed; and
provides a plan for professional development activities that will transition traditional high school personnel to the concept; and	provides a detailed plan and schedule of professional development activities that will transition traditional high school personnel to the middle college concept; and	provides a comprehensive and detailed plan and schedule of professional development activities that will transition traditional high school personnel to the middle college concept; and
provides a description of how the middle college will integrate student services and academic	provides a detailed description of how the middle college will integrate student	provides a comprehensive and detailed description of how the middle college integrates student

calendar in the organization of the community college/state university; and	services and academic calendar in the organization of the community college/state university; and	services and academic calendar into the organization of the community college/state university; and
provides a plan to create a curriculum that will include rotations or internships for pupils to observe onsite careers in the health sciences; and	provides a plan to create a curriculum characterized by collaborative, project based interdisciplinary curricula that will include rotations or internships for pupils to observe onsite careers in the health sciences; and	provides a comprehensive and detailed plan to create a curriculum characterized by collaborative, project based interdisciplinary curricula that will include rotations or internships for pupils to observe onsite careers in the health sciences; and
provide a plan to establish an individualized learning plan for each pupil enrolled; and	provides a plan to establish an individualized learning plan for each pupil enrolled that will be reviewed at least once each semester; and	provides a comprehensive plan to establish an individualized learning plan for each pupil enrolled that will be reviewed at least once each semester; and
provides a plan to measure student outcomes by multiple assessments; and	provides a plan to measure student outcomes by multiple assessments including performance-based assessments, teacher/mentor observations, and portfolios; and	provides a comprehensive and detailed plan to measure student outcomes by multiple assessments including performance-based assessments, teacher/mentor observations and portfolios; and
provides no plan for parent and student communication.	provides a parent and student communication plan to inform parents and students of academic achievements and school activities.	provides a comprehensive and detailed parent and student communication plan to inform parents and students of academic achievement and participation in school activities.

C. Project Leadership

Provide a description of the key personnel, their responsibilities, and a project plan related to the completion of project goals. This section of the proposal is worth a maximum of **5 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal: identifies key personnel but lacks specificity of project responsibilities and timelines for project activities.	The proposal: identifies key personnel, their project responsibilities, and the amount of time assigned to the project; and	The proposal: provides a chart identifying key personnel such as principal, counselor(s) and college liaison, project responsibilities, percentage of time devoted to the project, and a timeline for completion of activities; and
provides no management plan.	provides a description of a project management design but without clear lines of authority or the oversight necessary to complete the project goals.	provides a description of a comprehensive project management design with clear lines of authority and the oversight necessary to complete project goals.

D. Project Evaluation

Provide a description of the evaluation design, including the specific methodologies, and measurements that will be used to provide lessons learned and to identify areas for improvement. This section of the proposal is worth a maximum of **5 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
The proposal: identifies an evaluation design but does not provide a description of specific methods that will be used; and	The proposal: identifies a limited evaluation design with some methods and instruments that will be used; and	The proposal: identifies a comprehensive evaluation design to include the individual responsible for the program evaluation

		and specific methods and instruments that will be used; and
provides no plan for feedback.	provides an acceptable description of the ongoing feedback process that will promote program implementation.	provides a comprehensive description of an ongoing feedback process that will promote program implementation.

E. Project Budget

Provide a detailed project budget that includes salaries and/or stipends for all participants to be funded with the grant funds and a detailed description of other resources required for project completion. This section of the proposal is worth a maximum of **10 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
<p>The budget:</p> <p>is limited in scope and does not provide a detailed plan of how grant funds will be expended.</p>	<p>The budget:</p> <p>is cost effective, complete and provides information on salaries, all forms of compensation, travel, equipment, and other expenditures.</p>	<p>The budget:</p> <p>is cost effective to support the project and shows a clear and detailed relationship between budget items, project objectives, and anticipated results; and provides detailed budget information on project participants' salaries, all forms of compensation, travel, equipment and other expenditures.</p>

F. Qualification of Key Personnel

Provide a proposal for the project director and the key personnel who will comprise the core grant team. A review of each application will be made to determine whether the qualifications of key personnel are appropriate. This section of the proposal is worth a maximum of **10 points**.

Marginally comprehensive, lacks rigor	Comprehensive, rigorous	Exceptionally comprehensive and rigorous
<p>The proposal:</p> <p>provides marginal evidence of the qualifications and experiences of the project director and other key personnel to assure completion of the project.</p>	<p>The proposal:</p> <p>provides evidence that the project director and other grant participants are qualified to assure the completion of the project and attainment of the goals and demonstrates an awareness of the need for dedicated time to the project for personnel.</p>	<p>The proposal:</p> <p>provides ample evidence of the qualifications of the project director and other key personnel to assure the project achieves all goals and objectives; and provides the percentage of time each person will commit to the project; and documents that grant participants are qualified to provide the administrative, curricular, occupational, and health science professional expertise necessary to meet the grant requirements and deliverables.</p>

INFORMATION CONCERNING OTHER REQUIREMENTS

Length of Award

Funding will be effective immediately following the Superintendent of Public Instruction approval of grant awards (anticipated November 3, 2009) with an ending date of September 30, 2009.

Payment Schedule

Payments to the grantee will be made available when the grant award letters are signed by the State Superintendent of Public Instruction.

Financial Reporting

A final expenditure report will be required within 60 days of the grant ending date, showing all bills paid in full.

State of Michigan Monitoring Visits

All grant awards are subject to onsite grant review. Project staff must maintain and make available, in the event of a monitoring visit, evidence to support the complete implementation of the proposed project.

Ownership of Materials Produced

Ownership of products resulting from the Middle College Health Partnership Grant, which are subject to copyright and have economic value, shall remain with the State of Michigan unless such ownership is explicitly waived. This stipulation covers recipients as well as subcontractors receiving funds through this grant program.

WHERE TO OBTAIN HELP

Questions regarding proposal content should be directed to Christine Reiff, Michigan Department of Education, at (517) 241-0260, or by e-mail at reiffc@michigan.gov.

Questions regarding application and submission procedures should be directed to Dwight Sinila, Michigan Department of Education at (517) 241-4657, or by e-mail at sinilad@michigan.gov.

RESOURCES

Michigan Department of Education
http://www.michigan.gov/mde/0,1607,7-140-43092_51178---,00.html webpage lists the previously funded Middle College Health Partnership programs. Each of the six existing programs provides program development guidance and contact information in PowerPoint format.

Jobs for the Future www.jff.org

National Middle College Consortium <http://www.laguardia.edu/mcnc/>
Applicants are strongly encouraged to review the National Middle College Consortium website.

Mott Middle College – Center for Michigan Middle College and Early College
Chery Wagonlander, Principal, cwangonla@geneseeisd.org.