# IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

Ohio

Board

of

Regents

***REQUEST FOR PROPOSALS***

***and***

***GUIDELINES FOR SUBMISSION***

***of***

***COMPETITIVE PROPOSALS TO SUPPORT SUSTAINED AND INTENSIVE HIGH QUALITY PROFESSIONAL DEVELOPMENT PROGRAMS FOR SCIENCE AND MATHEMATICS EDUCATORS***

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FY 2003 Funds
Proposals Due November 6, 2003
for the period from
January 23, 2004 to May 31, 2005

Improving Teacher Quality State Grants Program
Title II, Part A, Subpart 3, Public Law 107-110
No Child Left Behind Act of 2001
The Reauthorization of the Elementary and Secondary Education Act of 1965

August 29, 2003

**IMPROVING TEACHER QUALITY**
**PROFESSIONAL DEVELOPMENT PROGRAM**
**FY 2003 REQUEST FOR PROPOSALS**

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| November 6, 2003 | **Proposals due by 5:00 p.m. in the offices of the Ohio Board of Regents** |
| November 10, 2003<br>December 1, 2003 | Review of Proposals by Review Panel |
| December, 2003 | Review Panel Meeting |
| January 22, 2004 | The Ohio Board of Regents approves proposals for funding. |

On **Thursday, September 25, 2003 from 9:00 am - 11:00 am and again at 1:00 pm – 3:00 pm,** we will host an **information session** to provide information about the Improving Teacher Quality Program and to answer questions about the program and the RFP. The meeting will be held in the offices of the Ohio Board of Regents, 30 E. Broad Street, 36th Floor, Columbus, OH. Interested parties should contact Jada Mullins at jmullins@regents.state.oh.us, or (614) 728-5656, if you plan on attending one of these sessions.

## I. INTRODUCTION

The Improving Teacher Quality State Grants Program is funded under the No Child Left Behind (NCLB) Act of 2001 (Title II, Part A of Public Law 107-110). The purpose of the program is to increase the academic achievement of all students by helping schools and school districts improve teacher, instructional paraprofessional (see definition in Appendix), and principal quality. Through the program, state educational agencies (SEAs) and local educational agencies (LEAs) receive funds on a formula basis, as does the state agency for higher education (SAHE) which, in Ohio, is the Ohio Board of Regents. The SAHE provides competitive grants to public and private colleges and universities to form partnerships comprised of, at a minimum, schools of education and arts and sciences, along with a high-need LEA. The program will support sustained and intensive high-quality science and mathematics professional development to ensure that teachers will provide challenging learning experiences for their students. In many respects, this program is similar to the previous Eisenhower Professional Development Program.

The Ohio Board of Regents expects to have available approximately $3.1 million in federal funds to support the fiscal year 2003 Improving Teacher Quality Program. These funds will be allocated to colleges and universities under a competitive grant proposal process that focuses on **mathematics and science** education programs operating between January 23, 2004 and May 31, 2005.

## II. THE OHIO BOARD OF REGENTS' PHILOSOPHY IN ADMINISTERING IMPROVING TEACHER QUALITY PROGRAM FUNDS

The Improving Teacher Quality Program provides an excellent opportunity for the educational community to address serious concerns about teaching and learning in science and mathematics. The Ohio Board of Regents envisions that by bringing collegiate faculty in academic and educational disciplines together with elementary and secondary mathematics and science teachers and principals 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 improved teaching and improved student achievement in mathematics and science. Furthermore, Ohioans will be able to better meet the needs of today's knowledge economy; citizens will be mathematically and scientifically literate and more students will continue into post-secondary education.

The Ohio Board of Regents invites proposals that contain validated 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, particularly those teachers who are not "highly qualified" (see definition in Appendix). Proposals must also address the special needs of populations that include those who historically have lacked access to equal educational opportunities for advanced learning, or families with income below the poverty line. The proposals should cost-effectively meet the needs of a significant number of teachers in both public and private schools.

It is the intent of the Ohio Board of Regents to fund projects that will become models of good professional development that can be **scaled-up, replicated, and disseminated widely** throughout the educational system in Ohio. We want to add to the body of research and knowledge about what constitutes good professional development and provide a means to make it available to all mathematics and science teachers. The competitive nature of the Improving Teacher Quality Program and importance of the problems dictate that these proposals encourage positive changes in teachers, principals, and programs at the pre-college level and increase student achievement.

## III. PROGRAM GUIDELINES

### A. Eligible Institutions

Ohio public and private colleges and universities are invited to submit proposals to support **partnerships** of an institution of higher education (IHE), including (1) the division of the IHE that prepares teachers and principals; (2) the arts and science division/school/college within the IHE; and (3) a high-need LEA.

A high-need LEA is defined as a LEA:

1. (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
   (b) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; or
   Note: Information on the number of children in poverty can be found at the U.S. Bureau of Census website: http://www.census.gov/housing/saipe/sd97
2. (a) 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
   (b) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

An eligible partnership also may include another LEA, a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, a school of arts and sciences within another IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. Community Colleges which provide a 2-year program that is acceptable for full credit toward a bachelor's degree may be included in a partnership.

The IHE member of the partnership will serve as Fiscal Agent for funded programs and the Project Director must be employed by that college or university. LEAs are not eligible to receive funds directly as a project grantee under the SAHE part of The Ohio Board of Regents Improving Teacher Quality Program.

### B. Eligible Activities

Awards will be used to support the following types of professional development activities that are based on scientifically-based research (see definition in Appendix) that will enhance student achievement in participating high-need LEAs:

1. Professional development (see definition in Appendix) activities in mathematics and science to ensure that:
   - Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in mathematics and science and knowledge of how to use computers and other technology to enhance student learning; and
   - Principals have the instructional leadership skills to help them work more effectively with teachers of mathematics and science to enhance student academic achievement.

2. Developing and providing assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality, long-term professional development activities in mathematics and science that:
   - Ensure that those individuals can use Ohio's challenging academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
   - May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
   - May include activities of partnerships between one or more LEAs, one or more of the LEA's schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

### C. Program Emphasis

We encourage submission of proposals built on validated, effective, research-based strategies that are designed to meet the needs of Ohio teachers and principals in increasing student achievement. Projects should have the potential for improving mathematics and science teaching and learning by developing and implementing models of good professional practice that can be scaled-up and widely disseminated.

**Grant activities must be focused on the Ohio Academic Content Standards, Performance Standards, and Ohio Achievement Test Outcomes.** Possible formats for projects include, but are not limited to, institutes, seminars, intense summer and year-long courses, or combinations thereof. The most effective projects have been summer programs of at least two to five weeks with 100 or more contact hours, using a hands-on, inquiry based, problem-solving approach, and incorporating follow-up activities. We encourage projects that involve not only teachers, but also administrators and other support personnel from the same school or district.

It is the intent of the Ohio Board of Regents, in formulating this Request for Proposals (RFP), to focus the use of the money available under this program in future years to support primarily those projects that are shown to be successful in the initial years of funding. It is particularly important that proposals contain **a rigorous evaluation component**. A way to demonstrate the effectiveness of the project and its impact on changing teacher practice and improving student achievement must be described in the proposal, **<u>including both qualitative and quantitative measures</u>** attesting to the effectiveness of the project. Continued funding beyond the first year will be based on documented success of the program.

The Ohio Board of Regents, in cooperation with the Ohio Resource Center, has supported the development of a regional network of University Excellence Centers for Mathematics and Science Teacher Education. Because the **federal law requires that subgrants must be equitably distributed by geographic area within the State or that subgrants serve eligible partnerships in all geographic areas in the State,** we believe that the regional University Excellence Centers may be useful in achieving large scale dissemination as well as ensuring geographic equity. It may be necessary to limit the number of awards made to any one institution to ensure geographic equity. We are looking for substantive collaboration between arts and sciences and teacher preparation departments in Ohio's public and private IHEs, high-need LEAs, and other appropriate entities, such as those partners that now exist in Ohio's University Excellence Centers, in the development of research-driven, scientifically-based professional development initiatives that address critical mathematics and science professional development needs.

### D. Collaboration

Teacher participants and/or other personnel and administrators from the high-need schools to be served by the project must be involved in project planning and proposal preparation. This will ensure that the nature, content, and academic credit (if any) for a course or workshop or other activities meet the needs of the teachers to be served, and will promote efficient use of funds. Teachers and administrators in public and nonpublic elementary and secondary schools are encouraged to critically evaluate their inservice needs in mathematics and science and to approach their college or university colleagues with a needs plan for a proposal.

Evidence of LEA involvement in project planning (meeting dates, places, topics, and participants) and a formal agreement between the college or university and the LEA must be included in the proposal. The "Cooperative Planning Document" (Form is in Section X of this Request For Proposals) is used to describe the cooperation that occurred in planning the project.

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 RFP, and the needs and plans prepared by the individual school districts in their applications to the Ohio Department of Education for Title II funds. Title II funds allotted to school districts by the Ohio Department of Education may be used in conjunction with funds requested in this proposal to the Ohio Board of Regents and such use of these funds is encouraged. 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.** Faculties with established programs are encouraged to explore, with their colleagues in other institutions, options for replicating their programs to meet the needs of teachers in other areas of the state. The NCLB law requires any partnership receiving both a subgrant from the SAHE and an award under the Partnership Program for Improving Teacher Preparation in section 203 of Title II of the Higher Education Act to coordinate activities conducted under the two awards.

## IV. BUDGET

The Ohio Board of Regents recognizes the need to serve as many teachers and other qualified school personnel as possible with the Improving Teacher Quality Program. 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. The size of an award will be determined by factors such as the number of teacher participants served, the complexity of the proposed project, and the number of participating partners. In no case will proposals be accepted that request more than $250,000 in OBR Improving Teacher Quality Program funds, although it is expected that only a few will be funded at the upper limit.

For projects that involve coursework for credit at Ohio colleges and universities, grants may pay for regular tuition plus limited additional costs that might not be covered in conventional college courses; **or** 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. Low administrative costs are strongly encouraged.

## A. Guidelines

**1. Salaries & Benefits** - Salaries for instruction cannot be charged to OBR-requested support when the grant is paying for full tuition. This includes faculty, consultants, and teachers when the main activity is course instruction. Salaries for instructors may be requested if the grant is not paying for tuition.

**2. Clerical/Administrative Assistance** - Must be clearly justified.

**3. Cost of Tuition** - - If full tuition is requested, salaries for instruction, etc. cannot be charged to the grant.

**4. Consultants' Fees** - Maximum of $300 per day plus expenses is suggested. For consultants employed as instructors or peer teachers, fees should not exceed accepted salary levels.

**5. Evaluation Consultants** - Costs appropriate for a formal and rigorous evaluation.

**6. Teacher Stipends** - Must be clearly justified and are not to be a salary replacement. **A maximum rate of $150 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.

**7. Teacher Substitutes** - Substitutes may be paid at the local rate up to a maximum of $85 per day. Additional costs for substitutes must be paid by other sources. Federal 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.

**8. Participants' Living Costs** - Reasonable and appropriate expenses for residential programs only.

**9. 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.

**10. Field Trip Expenses** - Reasonable and appropriate expenses.

**11. Supplies and Materials** - Justifiable instructional and office supplies and materials.

**12. 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. General Budget Information

Budgets must adhere to section 2132 (c) of the NCLB Act, which is a Special Rule stating **"no single participant in an eligible partnership may use more than 50% of the funds available to the partnership."** The participants include: The teacher preparation unit of the IHE; the arts and sciences unit of the IHE; one or more LEAs; and others, as defined in Section III. A. Eligible Institutions. The term "use of funds" applies to all costs of running and administration of the program. In satisfying the rule, tuition charged to the grant may be regarded as being used by the units of the IHE for salaries, etc., and by the LEAs for teacher support and may be distributed as such.

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, and 99 (i.e., Education Division General Administration Regulations, EDGAR) may be consulted for guidance in budget preparation. The sponsoring IHE 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 January 23, 2004, until May 31, 2005.

## V. 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 X of this RFP)

- Signatures by representatives of the collaborating LEAs and other organizations.
- Signatures of the Project Director and an Institutional Representative (Provost, Chief Academic Officer, etc.) who has the authority to accept and expend grant monies for the IHE.

**B. Abstract** (Form is in Section X of this RFP)

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

**C. Table of Contents**

**D. Cooperative Planning Document** (Form is in Section X of this RFP)

- Description of collaboration and previous planning.
- Signatures of representatives from all partners 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, including student achievement.

**G. Activities**

- Describe how the activities will accomplish the goals of the project.
- Provide a detailed description of the proposed activities including: a timetable, staff person responsible, and relationship to project goals.

**H. Alignment with Ohio's Academic Content Standards**

- Describe in detail how project goals, outcomes, and activities align to **Ohio's Academic Content Standards, Performance Standards, and Achievement Test Outcomes.** Information may be obtained at: **http://www.OhioAcademicStandards.com**
- Links to Ohio's mathematics and/or science standards must be evident. Links to other standards documents are encouraged.

**I. Achievement and Impact of Previous Project(s)**

**If the proposed project is an expansion or continuation of an earlier Improving Teacher Quality or Eisenhower project conducted by the Project Director or proposing institution:**

- Provide evidence of how the previously funded project affected teacher classroom practice and lead to increased student achievement.
- Provide data which indicate how previous project participants, including students, 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.
- Highlight additions to prior project and how information will be disseminated.

**J. Collaborative Structure**

- Identify all college/university departments, school districts, and others involved in the project.
- Evidence must be shown of project planning including meeting dates, places, topics and names of participants.
- Describe the role and contribution of each participating unit.

**K. Participants Involved**

- Include a realistic estimate of the number of participants who will be served by the project.
  - Give the expected number by school (designate if school is public, parochial, or private), school district, subject area, and grade level.
- Provide data relative to qualifying as a "**high need**" LEA, by percentage of children from poverty level families. Support for qualifying as "high need" may also come from school district ratings of "Academic Emergency" or "Academic Watch" based on the Ohio Department of Education School Effectiveness rating system.

**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.
- Provide data on how program has (will) affect student achievement and change classroom practice.
- Plans must indicate when the evaluation will be conducted (during the activity, immediately following the program or several months later).
- Care should be taken to select an evaluator who has no close ties to the project or project director. The vitae of the evaluator must be included in the vitae section.

**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 funding ends.

**N. Proposal Budget Summary** (Form is in Section X 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 in-kind support, school district support, leveraged funds from other state and national sources, etc.)
- Be sure that the budget satisfies the **Special Rule - "no single participant in an eligible partnership may use more than 50% of the funds made available to the partnership."**

**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 listing 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**

- Cite scientifically-based research that supports your proposal.
- Give full references for any materials cited in the narrative.

**S. Intent to Submit Proposal**

- So that the OBR staff may plan for the proposal review process, please return the INTENT TO SUBMIT form (attached) to the Ohio Board of Regents by October 3, 2003.

## VI. 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 document, budget summary **(blue paper)**, vitae, letters of support, current projects and pending proposals information, and list of references cited.
- 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 readable print size, no smaller than 11 Times New Roman
- 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.

## VII. PROPOSAL REVIEW PROCESS AND EVALUATION CRITERIA

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

Proposals will be judged mainly on information contained in the proposal. Additional information pertaining to previously funded Eisenhower or Improving Teacher Quality projects will be made available to reviewers at their request. The 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 involving all members of the partnership.
    - Agreement that proposed activities will meet the real needs of teachers and schools in high-need LEAs.

- 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.
- Demonstrated alignment with Ohio's Academic Content Standards
- Design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- The extent to which the project could serve as a model that other institutions and schools could use to meet similar local needs.

**2. Plan of Operation** - Evidence that/of:

- Goals are reasonable, have been clearly identified and are linked to demonstrated needs.
- Anticipated outcomes have a high potential for success.
- Schools and teachers were involved in the 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.
- Utilization of inquiry-based/problem-solving instruction and cooperative learning strategies that are consistent with state standards.
- 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 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, practices and student performance.

**4. Resources** - Evidence that/of:

- Resources are adequate for meeting the goals.
- The proposing entity is committed to the project.
- The project staff has qualifications and experience appropriate for their assignments.
- The time commitment by the project staff is sufficient and appropriate.

**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 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 activities that correlate with the Ohio Academic Content Standards, Performance Standards, and Ohio Proficiency Test Outcomes.
- Is consistent with the aims and goals of major state and local reform efforts.
- Strong evidence of change in classroom practice and improved student achievement in review of previously funded projects, including data, scalability and dissemination.

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 January 22, 2004 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 Proposal Checklist and submit with your proposal.

**Proposals must be received at the Ohio Board of Regents office by 5:00 p.m. on November 6, 2003. Late or incomplete proposals will not be accepted. We will not accept faxed or e-mailed proposals.**

Submit proposals to: **Dr. Russell O. Utgard**
**Improving Teacher Quality Program**
**Ohio Board of Regents**
**30 East Broad Street, 36th floor**
**Columbus, Ohio 43215-3414**

## IX. AWARD NOTIFICATION

Approval of grant awards is expected to be made by the Ohio Board of Regents on January 22, 2004, contingent **upon the availability of funds** from the U.S. Department of Education. A grant will be issued to each successful college or university after the Ohio Board of Regents has received a signed agreement on the terms of the award 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 Ohio Board of Regents will provide the format for these reports.

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. Once the Board of Regents staff receives notification of an appeal, they will respond to the appeal within 30 days. 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 The Ohio Board of Regents Improving Teacher Quality program should be addressed to Dr. Russell O. Utgard at (614) 752-9541 or Marlene Rushay (614) 752-9475 or Dr. Janet Schilk at (614) 728-2281. E-mail addresses are: rutgard@regents.state.oh.us or jschilk@regents.state.oh.us or mrushay@regents.state.oh.us.

## X. PROPOSAL FORMS (attached)

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

## XI. APPENDIX

Definition of Terms (Definitions are from the Draft Guidance for Title II, Part A issued by the U.S. Department of Education on December 19, 2002.)

**High-Need LEA:** (see RFP text)

**Highly Qualified Teacher:**

A. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in the State, it means that:
   - The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
   - The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

B. When the term "highly qualified teacher" is used with respect to:
   1. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
      - Holds at least a bachelor's degree; and
      - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of basic elementary school curriculum (which may consist of passing a State-required certification or licensing test(s) in reading, writing, and other areas of basic elementary school curriculum); or
   2. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
      - Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level performance on State-required certification or licensing test(s) in each of the academic subjects in which the teacher teaches); or
      - Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

C. When the term "highly qualified teacher" is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirement of paragraph (A) above, holds at least a bachelor's degree, and:
   - Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
   - Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
     a. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
     b. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teacher, principals, and school administrators;

c. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
d. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
e. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
f. Is made available to the public upon request; and
g. May involve multiple, objective measures of teacher competency.

**Paraprofessional:** A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and not-instructional computer assistance are not considered to be paraprofessionals.

**Professional Development:** The term "professional development":

A. Includes activities that:
- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- Are an integral part of broad school wide and district wide educational improvement plans;
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic standards;
- Improve classroom management skills;
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive an lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research; and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- Are aligned with and directly related to state academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards;
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- To extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

B. May include activities that:
- Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- Create programs to enable paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**Scientifically Based Research:** The term "scientifically based research":

A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

B. Includes research that --

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same of different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

# PROPOSAL COVER PAGE
# FY 2003 OHIO BOARD OF REGENTS
# IMPROVING TEACHER QUALITY
# PROFESSIONAL
# DEVELOPMENT PROGRAM

Please check appropriate categories

Math Proposal _____
Science Proposal _____
Combined Math/Science _____

New Project _____
Continuation Project

1. INSTITUTION & PROJECT DIRECTOR

**College/University**_____
Street/Building/PO Box _____
City _____ State _____ Zip Code _____
**Project Director(s)** _____
Address _____
Department _____
Phone # _____ Email _____

2. PROJECT

Title _____
Discipline(s) _____
Number of Teacher Participants _____ Grade Levels_____
Number of Other School Personnel _____
Contact Hours/Participant_____
Main Activities _____
Credit Hours (if any): Graduate _____ Undergraduate _____

3. BUDGET

Requested OBR Funds $ _____ Total Budget $ _____
OBR Cost per Teacher Participant _____
Budget based on (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
## IMPROVING TEACHER QUALITY PROFESSIONAL DEVELOPMENT PROGRAM

### Abstract FY 2003

Project Title _____
College/University _____
Project Director(s) _____
Discipline(s) _____
Requested OBR Support $_____

(Please use this form. Limit abstract to one page.)

# OHIO BOARD OF REGENTS
## IMPROVING TEACHER QUALITY PROFESSIONAL DEVELOPMENT PROGRAM
### Cooperative Planning Document FY 2003

(Briefly describe the nature of the cooperation involved in the preparation of this 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. _____ | _____ |

# IMPROVING TEACHER QUALITY PROGRAM
# FY 2003 PROPOSAL BUDGET SUMMARY

| | | |
|---|---|---|
| **INSTITUTION :** | | |
| **PROJECT DIRECTOR :** | | |
| | **Requested Program Funds** | **Other Funds** |
| **1. PERSONNEL COSTS**<br>(List separately with names & titles) | | |
| A. Key Personnel (Faculty, Administrators) Salaries | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| B. Key Personnel Fringe Benefits (at approved rates) ( %) | | |
| C. Support Personnel (Clerical, Assistants, etc.) Salaries | | |
| | | |
| | | |
| | | |
| | | |
| D. Support Personnel Fringe Benefits (At approved rates) ( %) | | |
| **TOTAL PERSONNEL COSTS (Salaries & Fringe Benefits)** | | |
| **2. TUITION & FEES** | | |
| A. Tuition | | |
| B. Fees (Registration, Instructional fees, etc.) | | |
| **3. PARTICIPANT COSTS**<br>(Provide details in budget explanation) | | |
| A. Teacher Stipends (Rate of $150 per 5-day week) | | |
| B. Teacher Substitutes<br>(Paid at local rate - Maximum of $85/day) | | |
| C. Room & Board | | |
| D. Travel | | |
| E. Books & Materials | | |
| F. Other (Identify) | | |
| **TOTAL PARTICIPANT COSTS** | | |
| | **Requested Program Funds** | **Other Funds** |

# IMPROVING TEACHER QUALITY PROGRAM
# FY 2003 PROPOSAL BUDGET SUMMARY

| | | |
|---|---|---|
| **4. CONTRACTUAL (Consultants, Evaluators, etc.)**<br>(Provide details in budget explanation) | | |
| | | |
| | | |
| | | |
| **5. OTHER TRAVEL (Field trips, Meetings)**<br>(Provide details in budget explanation) | | |
| | | |
| | | |
| | | |
| **6. SUPPLIES/MATERIALS**<br>(Provide details in budget explanation) | | |
| A. Instructional Materials | | |
| B. Other (Identify) | | |
| **7. EQUIPMENT (Rental, Purchase)** | | |
| | | |
| | | |
| | | |
| **8. SERVICES (Duplication, Publication, etc.)**<br>(Provide details in budget explanation) | | |
| | | |
| | | |
| | | |
| **9. OTHER COSTS**<br>(Specify - Provide details in budget explanation) | | |
| | | |
| | | |
| | | |
| **10. SUBTOTAL COSTS (Sum of items 1-9)** | | |
| **11. INDIRECT COSTS ( 8% of subtotal costs)** | | |
| **12. TOTAL COSTS (Sum of items 10 & 11)** | | |
| **13. TOTAL REQUESTED PROGRAM FUNDS** | | |

# Intent to Submit Proposal
# FY 2003 Improving Teacher Quality Program

Project Director _____

College/University _____

Address _____

Academic Department _____

Title of Proposed Project _____

_____

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

☐ Science ☐ Mathematics ☐ Combined Math/Science

☐ Elementary ☐ Middle ☐ High School

Please return by October 3, 2003
Improving Teacher Quality Program
Ohio Board of Regents
30 East Broad Street, 36th floor
Columbus, Ohio 43215-3414

Project Director _____

Project Title _____

## FY - 2003 Proposal Checklist
## Improving Teacher Quality 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 the upper left corner.)

2. Cover Page: ☐
   - All blanks completed
   - Signed by: Project Director and Institutional Representative

3. Cooperative Planning Document: ☐
   - Signed by school district representatives

4. Project Abstract: ☐
   - All blanks completed

5. Budget Summary & Explanation: ☐
   - Budget Summary forms on **blue paper**
   - A detailed budget explanation is included

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