INDIANA COMMISSION for HIGHER EDUCATION

Improving Teacher Quality Partnership of Indiana

2016

Improving Teacher Quality Partnership of Indiana

Request for Proposals

PROPOSAL SUBMISSION INFORMATION

All proposals must arrive at the ICHE by 5 p.m. on Monday, October 31, 2016

Contact:
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Indiana Commission for Higher Education (ICHE)
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Improving Teacher Quality Partnership Program
2016 Request for Proposals

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Section A: Application Narrative

Background

The Indiana Commission for Higher Education (ICHE) is issuing this Request for Proposals to distribute Federal Fiscal Year 2016 funds allocated under the *No Child Left Behind: Teacher and Principal Training and Recruiting Fund*. The State Agency for Higher Education (SAHE) Partnership grants are funded by the Title II: Part A Improving Teacher Quality (ITQ) component of the No Child Left Behind Act of 2001 (Public Law 107-110).

Eligibility

Eligibility is limited to partnerships comprised at a minimum of an Indiana:

1. Both 2-year and 4-year not-for-profit private or public state institutions of higher education (IHEs) and the division of the institution that prepares teachers and principals;
2. School of arts and sciences; and,
3. A high-need local educational agency (LEA).

A high-need LEA is defined as one:

A. 1. That serves not fewer than 10,000 children from families with incomes below the poverty line; or
   2. For which not less than 20% of the children served by the agency are from families with incomes below the poverty line; and,

B. 1. 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
   2. For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing (ESEA, Title II, Part A, Section 2102).

The following school districts meet high-need requirements for the 2016 program:

- Adams Central Community Schools
- Anderson Community School Corporation
- Barr-Reeve Community Schools Inc.
- Beech Grove City Schools
- Clarksville Community School Corporation
- Community Schools of Frankfort
- Edinburgh Community School Corporation
- Elkhart Community Schools
- Elwood Community School Corporation
- Frankton-Lapel Community Schools

- Fort Wayne Community Schools
- Indianapolis Public Schools
- Jay School Corporation
- Kokomo School Corporation
- Lafayette School Corporation
- Lake Ridge New Tech Schools
- Lake Station Community Schools
- Madison-Grant United School Corporation
- Metropolitan School District of Decatur Township
- Metropolitan School District of Warren Township
- Metropolitan School District of Wayne Township
- Marion Community Schools
- Michigan City Area Schools
- Muncie Community Schools
- New Castle Community School Corporation
- North White School Corporation
- Peru Community Schools
- Plymouth Community School Corporation
- Randolph Central School Corporation
- Randolph Eastern School Corporation
- Richmond Community Schools
- River Forest Community School Corporation
- School City of East Chicago
- School City of Hammond
- School City of Mishawaka
- South Bend Community School Corporation
- Whiting School City
- Washington Community Schools

Participation of LEAs that Do Not Meet the High-Need Requirement

In addition to the three minimum eligibility required partners, an eligible partnership also may include other Indiana LEAs (both high-need and not high-need) such a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, other IHEs, a school of arts and sciences within the IHE, the division of the IHE that prepares teachers and principals, nonprofit cultural organizations, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business (ESEA, Title II, Part A, Section 2131).

Fiscal Agent and Official Applicant of the Partnership

An IHE must be the fiscal agent and official applicant of the partnership. While local schools/school districts are not eligible to apply directly for funds, IHEs may not receive an award without collaborating fully with LEAs. The ICHE strongly encourages teachers and local school districts to initiate conversations with college and university faculty about proposal ideas and in-service needs.

Project Duration and Amount of Awards

Proposed projects may last up to a period not to exceed twenty-seven (27) months. The proposed projects are expected to include professional development that is sustained over a period of time. Projects offering short courses, workshops, or similar short duration activities, must also include follow-up activities as part of the project. Projects may have activities from July 1, 2016 through September 30, 2018.

The amount available for 2016 new projects in Indiana is at $941,256. Large scope projects are encouraged. However, no one proposal will receive the total funds available.

Deadline and Transmittal Instructions

Proposals are due on or before **5 p.m. EST**, **October 31, 2016**. Proposals postmarked after October 31, 2016, will not be considered. Proposals may be delivered by United States Postal Service mail, a courier delivery service, or by hand to:

Indiana Commission for Higher Education

ATTN: Eugene Johnson

101 West Ohio Street, Suite 300

Indianapolis, IN 46204

The Commission's normal operating hours are 8:00am to 5:00pm, Monday to Friday. Please ensure proof of mailing is included with the proposal submission.

Successful applicants will be notified that their proposals have been selected for funding on or before **November 15, 2016**.

Project Activities

The ICHE must make awards of *Improving Teacher Quality Partnership Program* funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

1. Professional development activities in core academic subjects to ensure that teachers have subject matter knowledge in the academic subjects that teachers reach (including knowledge of how to use computers and other technology to enhance student learning).
2. Develop a provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:

   a. Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
   b. 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,
   c. 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 (ESEA, Title II, Part A, Section 2134).
3. A proposal under this program must respond to the professional development needs of teachers in a specific school, school district, or group of schools as identified in the Local Improvement Plan of the participating LEA's partners.
4. Proposals must be the result of collaborative planning between the proposing IHE's school/department of education/teacher preparation as well as a school/department for the specific discipline(s) in which the professional development focuses and the high-need LEA. The provided Collaborative Agreement Form must be completed, signed, and included as part of a proposal in order to verify that cooperative planning has occurred and that one or more LEAs have entered into an agreement with the IHE. Each proposal must provide a list of those teachers who will or are anticipated to participate in the project.
5. Proposals must advance teacher understanding of effective instructional strategies that are rooted in "scientifically-based research."
6. Proposals must provide metrics/assessments on the how the project impacts Hoosier students and teaching faculty.

Note: The law requires any partnership receiving both a sub-grant from the ICHE and an award under the *Partnership Program for Improving Teacher Preparation* in Section 203 of Title II of the Higher Education Act (HEA) to coordinate activities conducted under the two awards.

Preferences

In accordance with the activities to be funded as listed above, preference will be given to proposed activities that meet at least one of the following focus areas for teachers, principals, and paraprofessionals:

1. Intensive high quality professional development needs related to aligning classroom curricula with Indiana's Academic Standards and Indiana's Core Standards in English/Language Arts, Mathematics, Science, and Social Studies;
2. Increasing the use of an applied approach to increase the interest and participation in the STEM disciplines (science, technology, engineering and mathematics) through project-based learning (i.e. Project Lead the Way);
3. Engaging more students in rigorous science and mathematics courses and support the elimination of lower level mathematics and science classes such as Basic Math or General Math;
4. Strategies to increase the "high achievement pipeline", including working with Advanced Placement, dual credit and International Baccalaureate teachers in core academic subject areas,

so that more students have the opportunity to progress to and be successful in higher-level coursework;

5. Aligning Indiana high school curricula with the first-year of study at Indiana's colleges and universities;
6. Teaching of scientifically-based reading instruction;
7. Increasing the number of "highly-qualified" minority teachers and/or teachers of under-represented groups in Indiana schools; and,
8. Meets a legislative requirement.

All proposals must provide in-service training developed in close collaboration with teachers, principals, and as appropriate, local school corporation staff (which may include teacher assistants, office staff, librarians, media and computer specialists and guidance counselors) to be considered for funding.

Selection Criteria

The ICHE in collaboration with State of Indiana education partners will select for funding under the *Improving Teacher Quality Partnership Program* those applications that are of the highest overall quality.

In determining which applications to recommend for award, peer reviewers will assign each application up to 100 points using the following selection criteria. The relative weight for each criterion is indicated in parentheses. Each criterion also includes the factors the reviewers will consider in determining how well an application meets the criteria.

The Selection Criteria are drawn from the general criteria for competitive grants contained in 34 CFR 75.209 and 75.210 as these relate to 34 CFR 76.400(c) (approval of discretionary programs) and 76.770 (compliance with statutes, regulations, State Plans, and applications). Reviewers will use their professional judgment to assess the quality of each application against these criteria. In determining which applications to select for funding, the ICHE relies upon the reviewers' scores. However, the ICHE may also use pertinent information about an applicant, and has a responsibility under this program, to the extent practical, to ensure an equitable distribution of grants in all geographic areas within the state (ESEA, Title II, Part A, Section 2132).

Upon completing its review of proposals, the peer review team will make award recommendations to *the Improving Teacher Quality Partnership Program* director.

Projects may not begin until:

- They have been approved by the ICHE;
- Their budgets have been satisfactorily negotiated with the ICHE staff; and,
- The ICHE's award contract has been signed by the appropriate institutional officer and returned to the ICHE. If due process procedures are invoked (see next section), the ICHE's decisions and subsequent award contracts may be delayed.

A. Need for the Project (20 points)

In determining the need for the proposed project, the ICHE considers:

1. The status of the partner LEA as a high-need LEA;
2. The local or state needs being addressed and how these needs were determined;
3. The extent to which K-12 teachers and planners, public and non-public, were involved in the selection of the problem(s) and the formulation of the solution(s);
4. The magnitude of the need for the services to be provided or activities to be carried out by the proposed project;
5. The extent to which proposed activities meet the needs identified in the participating LEA's Local Improvement Plan; and,
6. The extent to which the proposed project will prepare recipients to integrate Indiana's Academic Standards into classrooms of high-need LEAs.

B. Quality of the Project (25 points)

In determining the quality of the proposed project design, the ICHE considers:

1. The extent to which the program focuses on the preferred project activity areas for Indiana;
2. The extent to which the program and programmatic activities are clearly defined;
3. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measureable;
4. The extent to which program operations are clearly defined (who will do what, when, and where);
5. The extent to which program participants are defined and selected;
6. The number of teachers to be supported and the impact on classroom instruction;
7. The extent to which specific dates and times of proposed project activities are defined;
8. The number of days in which there will be interaction with participants;
9. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of the Improving Teacher Quality Partnership Program financial assistance;
10. The extent to which the proposed project represents an exceptional approach for improving teacher quality;
11. The extent to which the proposed project serves multiple school districts and/or geographic areas within the state; and,
12. The extent to which the proposed project is based on scientifically-based research.

C. Quality of Project Services (20 points)

In determining the quality of the services to be provided by the proposed project, the ICHE considers:

1. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services;
2. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;
3. The extent to which the training or professional development services to be provided by the proposed project are likely to ensure that recipients of those services will be highly qualified in the core academic subject taught by the recipients;

4. The extent to which the services to be provided by proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and,
5. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

D. Quality of Project Personnel and Resources (10 points)

In determining the quality of project personnel and resources, the ICHE considers the qualifications, including relevant training and experience of:

1. Key project director and project personnel;
2. Project consultants or subcontractors;
3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;
4. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and,
5. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

E. Quality of the Management Plan (10 points)

In determining the quality of the management plan for the proposed project, the ICHE considers:

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and,
3. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

F. Quality of the Project Evaluation (15 points)

In determining the quality of the project evaluation, the ICHE considers the extent to which the methods of evaluation:

1. Are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
2. Provide for examining the effectiveness of project implementation strategies; and
3. Include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Due Process

An applicant desiring an explanation of the decision not to recommend its proposal for funding must contact the ICHE staff. The decision regarding the relative merit of competing proposals is considered final. However, an institutional applicant who is dissatisfied with the review process may request a

hearing. Such a request must be made in writing and received at the ICHE office within ten (10) days of the notification of a decision not to recommend. Hearing will be conducted before the Commissioner for Higher Education. Upon completion of the hearing, the Commissioner will consider all arguments and factor such information into the final award recommendations to the ICHE. The ICHE will consider the recommendations of the Commissioner and make all final award decisions.

Section B: Budget and Accountability Requirements

Budget and Budget Summary

A detailed budget and a budget summary using the provided budget summary form are required. Each item must be justified for its contribution to the program. Budget categories include:

- Salaries and fringe benefits for faculty and other instructional personnel;
- Salaries and fringe benefits for student and teacher assistants;
- Salaries and fringe benefits for clerical and other support staff;
- Participant support costs such as travel, subsistence, fees, and stipends;
- Administrative costs;
- Other instructional costs such as books, materials, supplies;
- Contractual costs such as consultants and evaluators; and,
- Indirect costs.

Special Note

The law requires that no single participant in an eligible partnership (i.e. no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner), may "use" more than 50% of the sub-grant. The provision does not focus on which partner receives the funds, but which partner directly benefits from them.

Budget Limitations

A grant may pay either for participant tuition or for the direct instructional costs of program delivery. It cannot pay for both.

While it is not required, Improving Teacher Quality Partnership Projects may offer university undergraduate or graduate credit for participants. If credit is granted at no cost to the participants, then the awarding of participant stipends is not recommended.

Use of Funds

1. *Salaries and Wages (or tuition fees).* These should be determined in accordance with institutional policies and regulations. For each project staff member, indicate how his/her salary or wages were derived. If tuition reimbursement is being requested rather than salaries, make note of this and list the cost in this column. Note: Salary expense should not exceed 30% of the total budget.
2. *Fringe Benefits.* These should also be consistent with institutional policies and regulations. Indicate each type of benefit (i.e. retirement, social security, and medical) separately.

3. *Consultants.* Maximum of $300 per day plus expenses is suggested. For consultants employed as instructors or peer teachers, fees should not exceed accepted salary levels. The project narrative should include justification for the use of each consultant. In the budget narrative, explain the number of days each will assist with the project and the amount to be paid per day. Provide the name of each consultant if possible.
4. *Supplies and Materials.* Identify each general category of expendable supplies and their estimated costs. Customary categories include printing, postage, classroom supplies, and software.
5. *Equipment.* Small equipment/supply rental and/or purchase are permissible and must be essential to the specific in-service needs of the project. Small equipment items must individually cost no more than $500 for each item. Funds cannot be used to finance capital expenditures or office equipment. The LEAs participating in the project must retain equipment items purchased with *Improving Teacher Quality Partnership Program* funds.
6. *Travel.* Travel reimbursement should conform to institutional policies and regulations. If applicable, indicate the estimated number of in-state trips and mileage. Travel-related meals or other expenses should be itemized. Out-of-state travel will not be approved.
7. *Participant Stipends.* The ICHE will authorize stipends for teachers participating in *Improving Teacher Quality Partnership Program* in-service activities. Such stipends should be modes; for example, they might be based on what school corporations pay substitute teachers in order to release regular teachers for in-service programs. Substitutes may be paid at the local rate up to a maximum of $85 per day.
8. *Other Direct Costs.* These should be itemized. Examples include space rental and computer time.
9. *Indirect Costs.* Indirect costs for activities supported by the Improving Teacher Quality Partnership Program funds should be calculated at a maximum of 8% for federal direct cost.

Excluded from Payment

Excluded from payment are:

- Meals and refreshments for meetings;
- Planning costs;
- Individual capital equipment items costing more than $500;
- Salary payments for faculty and staff overload;
- Registration/travel to conventions or professional meetings.

Matching Funds

In-kind and cash contributions from the LEAs, the IHEs, or other sources are generally expected to make up at least 10% of the budget. Exceptions require special justification. Support and cooperation from local schools, professional organizations, and other projects are encouraged. Examples of such contributions and support include:

- Local schools or one of the school districts sharing the cost of participant expenses, materials, or stipends;

- Local schools providing for the cost of hiring substitutes while participants attend project activities;
- Professional associations assuming the cost of a conference or a publication which disseminates information or materials form the project; or,
- Other agencies linking a complementary project with the one proposed for the *Improving Teacher Quality Partnership Program.*

Partial project sponsorship by industry or a not-for-profit group with education-related objectives would be regarded favorable. Cooperative support from LEA ESEA Title II funding is especially encouraged and is expected in most cases.

Accountability Requirements

A financial and project report is required within thirty (30) days of the end of the project period. The project report includes participant data and describes funded activities. Forms for the two reports will be provided to project directors.

Section C: Proposal Instructions and Forms

The proposal must include the following seven (7) parts in this order:

1. **Proposal Cover Page (Form A100)**
   This consists of the standard application cover page to provide basic identifying information about the applicant and application. Please use the form provided.

2. **Table of Contents**

3. **Collaborative Agreement (Form A101)**
   This requires documentation regarding the eligibility of the partnership to receive a grant under this program. An eligible applicant must complete the provided Collaborative Agreement form and include a list of potential participants.

4. **Abstract**
   The abstract must be one page in length and include the objectives, intended outcomes of the proposed project and project timeline.

5. **Project Narrative**
   The project narrative should contain information describing the proposed project, responding to the Program's Selection Criteria, which is located on page five of this RFP. The narrative is limited to the equivalent of no more than 15 pages, using the following standards:

   - A page is 8.5" x 11", with 1" margins at the top, bottom, and both sides;
   - Use a font that is 11 point or larger with no smaller than 10 pitch (characters per inch);
   - For charts, tables, or graphs, use a font that is 11 point or larger with no smaller than 10 pitch; and,

- Use the headings provided in the Program's Selection Criteria (page 5 of this RFP) for each section.

6. Budget Summary (Form A102)

In order to be considered for funding, the applicant must provide the following:

- Budget summary using the form provided;
- A descriptive, itemized budget narrative that explains and justifies the requested amounts for individual cost categories.

7. Personnel

This part must include a brief vita (two-page maximum) for the director(s) and each of the instructional staff. Please briefly discuss the qualifications of the project director(s) and faculty/staff for the project.

PROPOSAL COVER PAGE (FORM A100)

PROPOSAL COVER PAGE
INDIANA COMMISSION FOR HIGHER EDUCATION
IMPROVING TEACHER QUALITY
STATE GRANTS PROGRAM FY 2016

Please check all appropriate proposal categories.
Math ___ Science ___ Technology ___
English/Language Arts/Reading ___
Other: _____
New Project ___ Continuation Project ___

LEAD HIGHER EDUCATION INSTITUTION AND PROJECT DIRECTOR
College/University _____
Project Director _____
Phone _____ Email _____
Street/Building/PO Box _____
City _____ State _____ Zip Code _____

PROJECT
Title _____
Discipline(s) _____
Estimated Number of Participants _____ Grade Levels _____ Contact Hours/Participant _____
Main Activities _____
Credit Hours (if any): Undergraduate _____ Graduate _____

BUDGET
Length of Proposed Project: 1 Year ___ Two Years ___ Requested ITQ Funds $_____ In-Kind Funds $_____
Contract/Grant/Fiscal Agent Contact Name _____
Phone _____ Email _____
Street/Building/PO Box _____
City _____ State _____ Zip Code _____

COLLABORATING PARTNERS (at a minimum, a representative of a school of education, a school of arts and sciences, and a high-need LEA)
School of Education Contact Name _____
Title _____ Institution _____
School of Arts and Sciences Contact Name _____
Title _____ Institution _____
High-Need LEA Contact Name _____
Title _____ Institution _____

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 outline in the proposal.
Project Director _____ Title _____

COLLABORATIVE AGREEMENT (FORM A101)

The postsecondary institution hereby assures and certifies that the department/school of education and the discipline department/school on which this project focuses have collaborated in the development of this proposal. As such, the proposal reflects the ideas and expertise of both areas in order to provide high quality services to the participants of the proposed project.

1. Describe the collaborative planning, which has resulted in this application, giving meeting dates and participants' names. Indicate the school corporations/specific schools that participated in these meetings. Certify that collaboration will continue throughout the project duration.

2. Describe how the proposed in-service training will meet the needs of teachers in the corporations or consortia that are signatories to this agreement.

3. Describe how school corporation administrators will support all teachers participating in the project throughout its duration.

4. Describe the financial commitments that the LEA(s) is (are) making to the project.

_____

Name, Title, Organization/Corporation Signature Date
(Official of Partnering LEA)

_____

Name, Title, Organization/Corporation Signature Date
(Official of Partnering School/Department of Education/Teacher Prep Program)

Name, Title, Organization/Corporation Signature Date
(Official of Partnering School/School of Arts and Sciences)

BUDGET SUMMARY (FORM A102)

Project Title: _____

Project Director: _____

Lead Higher Education Institution:_____

	Title II Funds	Matching Funds/In-Kind Services	Total Project Expenses
Salaries:			
• Professional	$	$	$
• Non-professional	$	$	$
• Fringe Benefits	$	$	$
Consultants	$	$	$
Supplies	$	$	$
Travel	$	$	$
Equipment	$	$	$
Participant Costs	$	$	$
Other Direct Costs	$	$	$
Indirect Costs	$	$	$
Total	$	$	$

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ITQ Grant Timeline

2016 GRANT ACTIVITIES

October 3, 2016	2016 Request for Proposals Released
October 31, 2016	2016 Proposals due by 5 p.m.
November 15, 2016	Award Notification of 2016 Grants (contingent on funding)
November 22, 2016	2016 Grant Award Contract Sent by ICHE[1]
December 2, 2016	2016 Grant Award Contract Due

PRIOR YEAR(S) GRANT ACTIVITIES

September 30, 2016	Conclusion of Project Activity for 2014 Grant
October 15, 2016	2014 Grant Invoices Due (expenses through September 30th)
September 30, 2017	Conclusion of Project Activity for 2015

[1] 2016 grants awards may be used to pay for grant activities which begin after July 1, 2016; date is an estimate of when contracts will be