# *IMPROVING TEACHER QUALITY GRANT*

**REQUEST FOR PROPOSALS (RFP)**

***Cycle-12 Grant Competition***

**INTENT to APPLY DEADLINE:**

**Intent to Apply forms must ARRIVE at the MDHE by
5 p.m. on Friday, October 18, 2013.**

**PROPOSAL SUBMISSION DEADLINE:**

**All proposals must ARRIVE at the MDHE by
5 p.m. on Tuesday, December 31, 2013.**

**Intent to Apply, Technical Workshop, and Proposal forms may be accessed for Cycle 12 at:**

<http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>

Submit Intent to Apply, RSVP for Tech Workshop and Proposal to:

he.academicaffairs@dhe.mo.gov

**Contact:
Dr. Elizabeth (Liz) Valentine
ITQG Coordinator
Missouri Department of Higher Education (MDHE)
PO Box 1469
Jefferson City, MO 65102-1469
(573) 751-1764****elizabeth.valentine@dhe.mo.gov**

#

# COVER LETTER

Dear Colleagues:

The economic future of Missouri and the quality of life of its citizens are inherently linked to a strong P-20 partnership that results in better and more widespread preparation for post-secondary options, successful participation in college, and performance excellence in all educational institutions. Effective professional development that is designed collaboratively is an important strategy for achieving these essential state goals.

For almost a decade, the Missouri Department of Higher Education (MDHE) has provided professional development opportunities for teachers across the state through the Improving Teacher Quality Grant (ITQG) program. To date, over 80 projects have been offered in over 200 districts across Missouri. More than 2,000 teachers have participated in at least one of these projects, and these teachers have directly impacted almost 140,000 students. The ITQG program is fulfilling a need for subject-specific and on-going professional development in the state, and has the potential to have a sustained impact on science and mathematics education in Missouri.

The MDHE is pleased to issue a Request for Proposals (RFP) for Cycle-12 of the *Improving Teacher Quality Grant* (ITQG)program. This RFP invites K-12/higher education partnerships dedicated to professional development for K-12 teachers in ***core academic subjects*** and is funded by the U.S. Department of Education (USDE) under Title II, Part A of the *No Child Left Behind Act of 2001*. Cycle-12 proposals will target grades kindergarten to twelve (K-12) and the core academic subjects of math and/or science integrated with literacy and a competitive focus on administrator (building level) professional development.

There will be approximately $400,000.00 available to fund new ***eligible partnerships*** that have the greatest potential to produce positive results as they address Cycle 12 absolute and competitive priorities focusing on student achievement in math and science through:

* Integration of any of the below with a math or science focus on content and pedagogy integrated with literacy and one other below:
* Technology
* Cross-disciplinary education
* Best practices/ strategies in Math and/or Science
* A competitive focus will be on administrator training in the evaluation of mathematics and science teachers and how administrators can provide support in math and science teachers’ professional growth in content knowledge and pedagogy.

The MDHE encourages Missouri’s educational leaders to submit high quality proposals that will generate systemic change and benefit students, high-need school districts, and higher education institutions.

Sincerely,

Rusty Monhollon, Ph.D.
Assistant Commissioner for Academic Affairs

**Introduction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |   |   |   |  |
|   |  |  |   |  |
|   |  | **Improving Teacher Quality Grant Program Objectives/ Absolute Priorities Cycle 12** |   |  |
|   |  | 1. Improve student achievement in targeted mathematics and/or science content areas (especially in High Needs School Districts). |   |  |
|   |  | 2. Increaase teachers’ knowledge and understanding of key concepts in targeted math and/or science content areas. |   |  |
|   |  | 3. Improve teachers’ pedagogical knowledge and practices that utilize scientifically-based research findings and best practices in inquiry-based instruction. |   |  |
|   |  | 4. Improve teachers’ knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction. |   |  |
|   |  | 5. Improve the preparation of pre-service teacher through improvements in mathematics and/or science content and/or pedagogy courses.  |   |  |
|  |   |   |   |  |
|  |  |  |  |  |

The Title II, Part A *Improving Teacher Quality Grant* program operates under the federal legislation known as the *No Child Left Behind (NCLB) Act of 2001* (***CFDA*** 84.367) and represents the largest federal initiative that supports professional development projects for teachers and principals. The purpose of the *Improving Teacher Quality Grant* program is to increase the academic achievement of students by helping schools and districts improve K-12 teacher and principal quality and helping to ensure that all K-12 teachers are ***highly qualified***. Through this legislation, state education agencies (SEA), local educational agencies (LEA) and state agencies for higher education (SAHE) receive funds on a formula basis.

The Missouri Department of Higher Education (MDHE) receives approximately $1.2 million in federal funds annually to administer a competitive grants program for K-12 teacher and administrator professional development projects designed to benefit students and members of partnerships, with a focus on ***high-need school districts*** and higher education institutions. For Cycle-12, approximately $400,000 will be available for new projects. Typically, the grant amounts range from $70,000 - $200,000 per project, depending on the number of project participants and the extent and quality of the professional development provided by each project

The MDHE will use Missouri’s Cycle-12 *Improving Teacher Quality Grant* funds to improve math and/or science achievement in high-need school districts, targeting all grade levels Kindergarten to twelve (K-12). Individual proposals may focus on one grade level or multiple grade levels within this grade span. Professional Development (PD) projects may integrate math and/or science with literacy, technology, cross disciplinary education, best practices/strategies in math and/or science and must be aligned with National and State Learning Standards. Therefore, projects must be designed to Increase the subject matter and pedagogical knowledge of teachers and help them implement National and State level standards for Math and/or Science with a focus on integrating literacy, technology, cross-disciplinary education, and/or best practices/strategies in Math and/or Science.

This RFP provides an opportunity for multi-year proposals (up to three years), involving collaboration among multiple partners and/or spanning wide geographic areas. If awarded, multi-year projects must focus on one grade level or groups of grade levels for the entirety of the project. Projects must also provide a description of how they will obtain reasonable expectations from teacher participants that they will stay in the same grade level for the duration of the project (to best allow for the validity of data regarding student progress and teacher success). The continuation of multi-year awards depends on:

* Availability of funding.
* Demonstration of acceptable project performance in relationship to the completion of proposed activities.
* Extent of progress toward achieving state and project objectives, and compliance with grant administration regulations.

In order to receive final approval for funding and implementation in the next cycle, multi-year projects will be required to submit a Project Continuance Proposal including discussion on the following:

* Acceptable project performance in completing proposed activities from the previous cycle.
* Progress made in the previous cycle towards achieving state and project objectives.
* Changes to be made to align project with grant administration or other ITQG program requirements in the next cycle.
* Changes the project is proposing for the next cycle’s implementation, including those to address agency or evaluation comments or concerns communicated during the course of the previous cycle.

The specific Project Continuance Proposal format to be used will be included with the Final Report Guidelines. This communication will include any requisite changes that need to be incorporated in the project plan because of changes in the ITQG program or grant administration requirements since the last cycle. The Continuance Proposal will be due at DHE offices by 4:00pm on the same day as Final Reports. Based on this proposal and other requisite funding criteria, projects will be informed of their funding status prior to the start of the next cycle’s activities. **Absence of the Continuance Proposal will result in automatic cessation of funding.**

**The Cycle 12 application process requires that the Intent to Apply form be submitted by each project director who plans to submit a complete proposal and for those intending to submit a Project Continuance Proposal. The form must be submitted no later than October 18, 2013 by 5 p.m. Click on the following link to access the Intent to Apply form:** <http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>

**IMPORTANT**

The proposal form is fillable and must be submitted electronically. There will be several iterations of the review process. Only those proposals successfully completing the second iteration will need to send hard copies. Project directors will be notified by January 15th if they will proceed to the third iteration of the review process. A mandatory face-to-face or telephone presence review for the finalists will be expected of all project directors or a knowledgeable representative from the project.

**All sections of the form must be filled-in**. Any blanks will disqualify a proposal immediately. If a question or item is not applicable to your project an appropriate explanation is necessary. Fill-in all requested items. It is possible to print out the form to be able to gather all necessary information and have it ready to fill-in on the electronic form. Proposals turned in before November 30, 2013 will be reviewed for completeness and returned to sender for correction and resubmission. After November 30, 2013 every attempt will be made to contact proposal senders if the proposal is incomplete and to provide the sender an opportunity to resubmit.

The proposal is fillable and and automatically expands when necessary. When finished with the proposal, save as a word document and electronically send to:

he.academicaffairs.dhe.mo.gov

If you should have any problems with the form, electronically submitting, or need technical assistance, please do not hesitate to contact your state ITQG Program Coordinator/Director, Dr. Elizabeth Valentine at:

Elizabeth.Valentine@dhe.mo.gov

573-751-1764

**Technical Assistance Workshop**

A technical assistance workshop will be held to provide a public venue to explore potential partnerships and an opportunity to receive technical assistance concerning the Cycle-12 RFP. All interested applicants are encouraged to attend the face-to-face workshop to be held Friday, October 18, 2013 in Room 400 at the Harry S. Truman Building in Jefferson City, MO from 9 a.m. – 3:30 p.m. Participants will have an opportunity to work on their proposals in the afternoon session. A recorded webinar will be available, however the face-to-face meeting is highly encouraged.

**Please contact Dr. Elizabeth (Liz) Valentine at (573) 751-1764 or** **elizabeth.valentine@dhe.mo.gov** **to register for the workshop. Please register at least five (5) days before the workshop.**

**Proposal Format and Requirements**

The proposal form this year is fillable. Please be sure to address every section and provide information in every section. If any sections are left blank, the proposal will be returned to the sender to complete and resubmit. We will make every effort to scan all proposals for completeness and provide the opportunity for resubmission, but cannot guarantee that we will have the time to scan proposals submitted after November 30th, 2013. We will do so, but on a *first come first serve basis* up till December 31.

To fill in the proposal form and requested information place cursor on the brackets [\_\_], left click and begin typing. If you are using Office for Macs, the brackets may look different, but there will be at least a line indicating where to place your cursor. In protection mode, the space between brackets is actually yellowish and not gray. The space will automatically expand as you type. You can copy and paste charts and tables in the bracketed [\_\_] area. If you encounter any difficulty with any part of the following proposal form please notify Dr. Elizabeth (Liz) Valentine immediately at:

Elizabeth.Valentine@dhe.mo.gov or 573-751-1764

Form C101 - Proposal Cover Page

|  |
| --- |
| Project Title (not to exceed 20 words)\_  |
| 1. Name of Lead Higher Education Institution (please include DUNS Number)\_\_ |
| 2. Project Director from Lead Higher Education Institution | Name: \_\_Title: \_\_Please specify college/department (e.g. Professor, Chemistry) |
| 2a. Project  Director  Contact  Information | Address \_ Telephone Number: \_\_ |
| E-mail Address: \_\_ |
| Signature \_\_ Date: \_\_ |
| 3. Co-Director(s) (Information for additional co-directors may be entered in the Abstract Form) | Name: \_\_ Title: \_\_Please specify college/department or school level (elem. or middle) or subject area |
| Address \_\_ Telephone Number: \_\_ |
| E-mail Address: \_\_ |
| Signature  Date: \_\_ |
| 4. Have any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grant* program?Yes \_\_\_\_ No \_\_\_\_ Is the proposed project a continuation of a project that previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grant* program?Yes \_\_\_\_ No \_\_\_\_ If the answer to either or both of these questions is “yes”, complete Form C109 (below). |
| 5. Address and telephone number where project director may be contacted between September 3, 2013 and February 15, 2014Address: \_\_Phone Number: \_\_  | 6. To be completed by an Authorized Officer from the lead institution: (Institutional contact name, title, address, phone, e-mail)Name: \_\_Title: \_\_Address: :\_\_Phone: \_\_Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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### Form C109 - Previous Project Outcomes

This form must be completed **only if** any individuals with a **major** role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE *Improving Teacher Quality Grants* program, or if the proposed project is a continuation of a project that previously received funds under either of these two grant programs. **Limit the summary to one page per previous project.** Submit one copy of the form for each individual and/or project to which it applies.

**Past Project Title:**

\_

**Past Project Director(s):**

\_

\_

**Year(s) in which MDHE/CBHE funding was obtained:**

\_

\_

\_

**Summary of the previous project's goals, activities, and outcomes (Limit to 500 words):**

\_\_

**Proposal Request**

Project Name:

Total Project Budget:

Requested Amount

Percent of Total Budget: \_

Type of Request: \_ New \_ Continuing Multi-Year

Desired duration of the project: 1 Year \_\_\_ 2 \_\_\_ 3 \_\_\_

**Table 1. Cycle 12 Periods for Projects Activities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **One-Year Award** | **Two-Year Award** | **Three-Year Award** |
| Total Period for Project Activities | February, 2013 – June 30, 2014 | February, 2014 – June 30, 2015 | February, 2015 – June 30, 2016 |

### Missouri Department of Higher EducationForm C102 - Project Abstract

**Project Title:** \_

**Lead Institution:** \_

**Project Director:**  \_\_

(Limit to **300 words, single-spaced**. Briefly summarize the overall design of the project, the intended outcomes, and anticipated systemic impact. Also include a table outlining the timeline for the project.)

\_\_

**Project Information**

|  |
| --- |
| Length of Project: Please X one of the below One Year 2013-2014 Two Years 2013-2015 Three Years 2013-2016 |
| Anticipated location of project activities: \_\_ |
| Geographic area served (Check all that apply): NE \_\_ NW \_\_ Central \_\_ SE \_\_ SW \_\_ |
| Grade-level focus (Note: one or more from grades K to 12):  |  |
| Project area(s) of focus |  Math Science Integrated Math & Science |
| Anticipated number of participants | \_\_ |
| Anticipated number of participants from high-need districts | \_\_ |
| Anticipated Start Date of Actual Project Activities  | \_\_ |
| Anticipated number of students directly impacted (e.g. enrolled in classrooms, tutored, involved in student organizations, and/or other activities). | \_\_ |
| Number of credit hours to be provided | \_\_ |
| Undergraduate | \_\_ |
| Graduate | \_\_ |
| Continuing Education Units (CEU) | \_\_ |

**Mandatory Partners**

*Department/Division of Education ● College/Department of Arts & Sciences ● High Needs School District*

One partner must have a representative **who has a full-time appointment in a division or department that prepares teachers and school principals at an institution of higher education (IHE),** public or independent, with a DESE-approved teacher education program.

One partner must have a representative who has a full-time appointment in a school or department of arts and sciences at a public or independent IHE.

**At least one partner should be a** ***high-need*** ***school district*** (local educational agency). (See Appendix C for a list of eligible high-need school districts and charter schools.). A representative from at least one of these partner high-need districts must play a meaningful role on the project staff.

In addition, an institution of higher education must be designated as the lead fiscal agent.

A community college may be a principal partner only if the college has a Department of Elementary and Secondary Education (DESE)-approved program that prepares teachers. If a community college is designated as the lead institution and/or fiscal agent for the grant, a four-year IHE must be the other higher education partner.

The proposed project partnership may also include any or all of the following:

* Additional school district(s) (LEA)
* Additional elementary, middle, and/or high school(s)
* Additional school(s) of arts and sciences and/or the division(s) preparing teachers and principals within a higher education institution(s)
* Public charter school(s)
* Two-year college(s)
* Private elementary, middle, or high school(s)
* Educational service agency(ies)
* Nonprofit educational organization(s)
* Nonprofit cultural organization(s)
* Teacher organization(s)
* Principal organization(s)
* Business(es)

Partnerships

|  |  |  |
| --- | --- | --- |
|  | Institution/District/Organization | Location/Contact Person |
| Education Division | \_\_ | \_\_ |
| Arts & Sciences Division | \_\_ | \_\_ |
|  |
|  | District Name | District ID | County | Contact Person |
| High-Need School District(s) See  | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ |
| Other School District(s)Please see [www.dese.mo.gov/schooldata/school\_data.html](http://www.dese.mo.gov/schooldata/school_data.html) for district ID numbers. | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ | 1. \_\_2. \_\_3. \_\_ |
|  |
|  | Institution/District/Organization | Location/Contact Person |
| Additional Partner(s) | 1. \_\_2. \_\_ 3. \_\_ | 1. \_\_2. \_3. \_\_ |

**Project Structure**

*Accomplishments/Outputs*

Describe the expected accomplishments and/or outputs for each year using the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Accomplishments/Outputs** | **Y1** | **Y2** | **Y3** |
| **1. \_\_** | **\_\_** | **\_\_** | **\_\_** |
| **2. \_\_** | **\_\_** | **\_\_** | **\_\_** |
| **3. \_\_** | **\_\_** | **\_\_** | **\_\_** |
| **4. \_\_** | **\_\_** | **\_\_** | **\_\_** |
| **5. \_\_** | **\_\_** | **\_\_** | **\_\_** |

*Project Timeline*

Provide a timeline for all proposed activities and expected progress toward objectives. Use the tables provided. On the timeline below the first 3 rows must be completed. Please use the rest of the rows to enter other activities, milestones, and expected progress.

|  |  |  |
| --- | --- | --- |
| **Proposed Activities** | **2014** | **2015** |
| **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| Project Staff Meetings | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| Summer Workshops | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| Continuing PD\* | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |
| **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** | **\_\_** |

\*PD: Professional Development

*Teacher Professional Development Logic Model*

**(It is not necessary to fill in every numbered space within a category, if you have 9 planned activity types, record 9, if you have less, record less)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Professional Learning Activities I\*(Summer Session) | Interim Outcomes/ Indicators/ Benchmarks\*\* | Professional Learning Activities II\*\*\* (Follow-Up Sessions) | Interim Outcomes/ Indicators/ Benchmarks\*\*\*\* | Professional Learning Activities III\*\*\*\*\* (Follow-Up Sessions) | Outcomes/ Indicators\*\*\*\*\*\*\* |
| Administrators | Teacher Participants | Students |
| 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ | 1. \_\_2. \_\_3. \_\_4. \_\_5. \_\_6. \_\_7. \_\_8. \_\_ |

\*List planned activities such as. presentations, demonstrations, etc
\*\*List expected outcomes such as teacher perceptions, new knowledge & skills, change in school organization and culture, etc.

\*\*\*List planned activities such as school-based follow-up, study groups, etc.
\*\*\*\*List expected outcomes such as change in practice, changes in student learning, etc.

\*\*\*\*\*List planned activities such as presentations, demonstrations, study groups, school-based follow-up, etc.

\*\*\*\*\*\*List expected Administrator outcomes: New knowledge and skills, change in practice, change in school organization and culture, etc.

 List expected teacher/participant outcomes: New knowledge and skills, change in practice, and change in school organization and culture, etc.

 List expected learner outcomes: Changes in student learning, changes in student behavior, etc.

**Describe options and potential for sustainability**

Discuss the options and potential for the project’s **sustainability** of interventions beyond the end date of the grant, including commitment from lead institutions for sustainability. **\_\_**

**BUDGET JUSTIFICATION**

The Budget Justification is a written narrative that is submitted with the Budget Summary Form (below). Please use the headings provided below. The Budget Justification should address each of the following categories that are also listed on the Budget Summary Form **(Note: food at meetings/training/professional development is not an allowable expense. If it is necessary to have working meals, then justification must be provided for every meal as well as specific details on the work assigned and completed).**

**Matching Funds (**Provide an explanation of the matching funds listed for the project.)

\_\_

**Personnel & Additional Personnel Costs**

Explain how the salary amount for each person listed in either personnel section of the Budget Summary Form was derived by providing a clear calculation of the expected real-time contribution of the person to the project. Indicate the salary the person receives as a function of his/her regular appointment. Also, describe the roles of all personnel and justify their inclusion in the project.

\_\_

**Participant Costs**

Detail all participant costs and stipends for the project years, and list the per-item cost information and the estimated quantities needed for the project. Explain why these expenses are necessary to achieving the project’s objectives and activities.

\_\_

**Additional Costs**

Itemize all additional expenses for the project years. Explain why these expenses are necessary to achieving the project’s objectives and activities (Note: Pre-project activities such as participant recruitment, and partner collaboration will be allowable expenses if the project is awarded funding).

**\_\_**

**Budget Summary**

(For multi-year proposals, use a separate Budget Summary for each year of the project. All budget requests must show the matching funds contributed to the project category. A written Budget Justification must accompany this form as an appendix item. Note: No single partner in the eligible partnership may use more than fifty percent (50%) of the grant funds made available to the partnership.)

|  |
| --- |
| **Form C103 Budget Summary - Cycle 12 ITQG**  **For multi-year proposals, use a separate Budget Summary Form for each year of the project. All budget requests must show the matching funds contributed to teh project category. A written Budget Justification must accompany this form as an appendix item. *NOTE: No single partner in the eligible partnership may use more than fifty percent (50%) of the grant funds available to the partnership****.* |
| Lead Institution: \_\_ |
| Project Director: \_\_ |
| Federal ID Number: \_\_ |
| Project Title:\_\_ | Partner 1 | Partner 2 | Partner 3 | Partner 4 | Total Grant | Matching Funds |
|
|   |
| 1. Personnel Costs (Director(s) instructors, peer teachers, support staff) |   |   |   |   |   |   |
| A. |    |    |    |    |    |    |
| B. |    |    |    |    |    |    |
| C. |    |    |    |    |    |    |
| Fringe benefits |    |    |    |    |    |    |
| Total Personnel Costs |    |    |   |    |    |    |
|   |
| 2. Additional Personnel Costs |   |   |   |   |   |   |
| A. |    |    |    |    |    |    |
| B. |    |    |    |    |    |    |
| C. |    |    |    |    |    |    |
| Fringe benefits (approved institutional rate \_\_\_\_%) |    |    |    |    |    |    |
| TOTAL ADDITIONAL PERSONNEL COSTS |    |    |    |    |    |    |
|   |
| 3. Participant Costs (stipends, Travel, Materials, etc. |   |   |   |   |   |
| A. |    |    |    |    |    |    |
| B. |    |    |    |    |    |    |
| C. |    |    |    |    |    |    |
| TOTAL PARTICIPANT COSTS |    |    |    |    |    |    |
|   |
| 4. Additional costs (List individually: detail budget justification narrative) |   |   |   |   |
| A. |    |    |    |    |    |    |
| B. |    |    |    |    |    |    |
| C. |    |    |    |    |    |    |
| TOTAL PARTICIPANT COSTS |    |    |    |    |    |    |
|   |
| 5. TOTAL DIRECT COSTS (sum of items 1-4) |    |    |    |    |    |    |
| 6. MODIFIED TOTAL DIRECT COSTS (MTDC) (Total Direct Costs less stipends and tuition) |    |    |    |    |    |    |
| 7. FACILITIES & ADMINISTRATIVE COSTS (Maximum rate of 8% of MTDC) |    |    |    |    |    |    |
| 8. TOTAL COSTS |    |    |    |    |    |    |
| 9. PRECENT OF GRANT FUNDS1 |    |    |    |    |    |    |
| Project Director(s) Name and Title:  | Signature & Date\_\_ |
| Authorized Institutional Officer Name and Title: | Signature & Date\_\_ |
|   |  |  |  |  |  |   |
| 1 If grant funds percentage exceeds 50% for a partner group, please submit a breakdown of funds by each individual partner |

**Project Narrative**

For the project Narrative, please respond to the items below. After each item and its explanation there are brackets, click within the brackets to begin your response. The icon will expand as you enter information. You can also copy and paste charts, tables, etc).

**Demonstrated Need**
Provide clear and specific evidence of the need for the proposed professional development project. Proposals must demonstrate that all professional development activities are developed based on the professional development needs of teachers and administrators in partnering schools and how those were determined. Evidence must clearly demonstrate that the proposed activities are an integral part of school-wide and district-wide educational improvement plans. Identify the population(s) to be served and how these activities address their particular needs. Describe the needs assessment process, measures and development of baseline data used to determine the design and structure of the project: \_\_

**Project Partners**

Describe the structures and participants of the partnership and provide information about its formation and operation. This must include the three required partners as well as any additional permissible partners.

*Primary Project Partners*

The authorizing federal legislation requires that professional development projects funded through the grant include ***eligible partnerships***. Applicants must ensure that the narrative identifies the following three (3) statutory partners:

* One partner must have a representative who has a full-time appointment in a division or department that prepares teachers and school principals at an institution of higher education (IHE), public or independent, with a DESE-approved teacher education program.
* One partner must have a representative who has a full-time appointment in a school or department of arts and sciences at a public or independent IHE.
* **At least one partner must be a** ***high-need*** ***school district*** (local educational agency). (Click on the following link for a list of eligible high needs school districts and charter schools.). A representative from at least one of these partner high-need districts must play a meaningful role on the project staff.

In addition, an institution of higher education must be designated as the lead fiscal agent.

A community college may be a principal partner only if the college has a Department of Elementary and Secondary Education (DESE)-approved program that prepares teachers. If a community college is designated as the lead institution and/or fiscal agent for the grant, a four-year IHE must be the other higher education partner.

Below, describe only the three mandated project partners.

\_\_

*Additional Partners:*The proposed project partnership may also include any or all of the following:

* Additional school district(s) (LEA)
* Additional elementary, middle, and/or high school(s)
* Additional school(s) of arts and sciences and/or the division(s) preparing teachers and principals within a higher education institution(s)
* Public charter school(s)
* Two-year college(s)
* Private elementary, middle, or high school(s)
* Educational service agency(ies)
* Nonprofit educational organization(s)
* Nonprofit cultural organization(s)
* Teacher organization(s)
* Principal organization(s)
* Business(es)

If you have additional partners, provide their names and roles below. Also be sure to describe the structures of the partnership and provide information about its formation and operation. \_\_

Use the link below to access Form C105 – Joint Effort Document. Fill-in the document, scan, and send as a separate attachment with the Proposal document.

<http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>

**Partnership Commitments**: Provide a description of the history and nature of the collaborative planning process for the project and the collaborative commitments between all representatives in **all** phases of the proposed project. Describe the involvement of all partners in the development of the proposed project, outlining the specific commitments made by each partner and identifying collaborative roles and responsibilities for each partner during the life of the project. The proposal must demonstrate that there is genuine collaboration between higher education **and** K-12 representatives in the planning, design, and implementation of the proposed projects. This section is more about the collaboration between partners than it is about the roles, structures, formation, and operation of the partnership. (it might be helpful to access and complete Form C104 first and then provide the requested narrative below)

\_\_

Use the link below to access Form C104 – Collaborative Planning Team Document, Form C106 – Letter of Commitment, K-12 Partner, and C107 – Letter of Commitment, Higher Education Partner. Please print out and fill in. Scan and return with the proposal as separate attachments.

<http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>

**Efforts to Include Private School Participants:** Federal law requires that projects provide the opportunity for nonprofit private K-12 teachers to participate in funded projects. This means that each project shall identify the nonprofit private schools that are located within the boundaries of the partner high need school district(s) and consult with staff of the nonprofit private schools concerning the design of and participation in the project. The goal is to notify the private schools of the existence of the project, inquire about their interest in working with the project, and, with interested schools, consult concerning the professional development needs of their teachers. Their needs, like the needs of the teachers in participating public schools, should be taken into consideration as the activities are designed, and the teachers at these schools should be considered eligible to become project participants.

Proposal narratives should describe the efforts made by project staff to locate private schools within the boundaries of the partner high need school district(s) and document attempts made to include private school teachers in the planning process and as participants in the project. If no private schools wished to participate in the project this information should be included along with a list of schools contacted and the description of the efforts that were made to include private school teachers. \_\_

**Project Design & Objectives**

**Project Participants:**

Project participants can be the following:

* Teachers in grades Kindergarten to twelve (K-12)
	+ **Primary participants** should be teachers in high-need school districts with current math and/or science assignments or those with an interest in specializing to teach math and/or science. Participants from high-need school districts **should account for 50% or greater of the total number of participants in the project**.
	+ Projects may also include teachers from non-partner schools.
	+ Funded projects must provide opportunities for teachers from private schools to participate.
* Pre-service teachers and paraprofessionals may also be included as participants when the following respective conditions exist:
	+ **Pre-service teachers** may participate in project activities but may not be supported by funds provided through this grant. Institutions with teacher preparation programs may use *Improving Teacher Quality Grant* funds for pre-service teacher training only if projects involve 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 (This must be clearly described).
	+ ***Highly-Qualified Paraprofessionals*** may be included as project participants if there is a mechanism to enable them to work with teachers in participating high-need school districts to obtain the education necessary for the paraprofessionals to become certified and licensed teachers (must be clearly documented).
* **Administrators** may be included as project participants. Recognizing that administrators can be the key element in the success of implementing project objectives in the school, participation by administrators should be deliberately pursued. Principals who are knowledgeable about science and math contents, state standards, and approaches to teaching science and math are more likely to provide leadership and commitment to ensure high quality instruction and learning of science and math sequences. Projects are permitted to offer an incentive for meaningful administrator participation.

Meaningful participation is expected to equal **at least half** of the contact hours required of teacher participants. Meaningful participation means that the principal is participating in ways similar to teacher participants. A principal only observing the project would not be considered to have meaningfully participated in the project.

* + An amount up to $500 may be included in the budget that will be used as an award to the administrator’s school for follow-up activities that support the project and/or purchase of materials that will be used in the school to implement modules derived from the project.
	+ A competitive focus will be on administrator training in the evaluation of mathematics and science teachers.

All projects are expected to have **no fewer than 20 teacher participants**. Any funded project expecting less than 20 participants will be reviewed for cost-effectiveness and will need approval from the grant coordinator before the project activities can be continued. Applicants are encouraged to secure firm commitments for teacher participation from high-need school districts. With appropriate personnel and project design, proposals may target larger numbers of participants. Using the above information describe the participants below.

**Identify and describe** the proposed project’s targeted participants, estimate their probability of participation and explain why these participants were selected and how the professional development activities will produce long-term systemic change. \_\_

Use the following link to access the Cycle 12 participant data form. This form must be used to indicate planned participants and submitted no later than May 31, 2014. Please make sure when submitting this form that the subject line contains the project name and the name of the project director.

<http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>

**Describe** the project’s professional development activities \_\_

**Explain** how the project’s professional development activities will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs. \_\_

**Describe** how the project activities will result in improved student achievement in targeted mathematics and/or science content areas (Objective 1) \_\_\_

**Describe** how the project activities will result in increased teachers’ knowledge and understanding of key concepts in ***targeted mathematics and/or science content areas*** Objective 2.) \_\_

**Describe** how the project activities will result in improved teachers’ pedagogical knowledge and practices that utilize ***scientifically-based research*** findings and best practices in inquiry-based instruction (Objective 3). \_\_

**Describe** how the project activities will improve teachers’ knowledge and skills in designing and implementing **assessment tools** and use of **assessment data** to monitor the effectiveness of their instruction (Objective 4). \_\_

**Describe** how the project activities will improve **the preparation of pre-service teachers** through improvements in mathematics and/or science content and/or pedagogy courses (Objective 5). \_\_

**Describe** how the project integrates any (2) of the following: literacy, technology, cross-disciplinary education, and/or best practices/ strategies in Math and/or Science: \_\_

**Describe** any additional objectives for the project (it is not necessary to have additional objectives, but it is encouraged). \_\_

**Describe** how the project design will inform participants about how to align project content and pedagogical methods with district/building curriculum and classroom materials (Project directors are encouraged to review released items on past MAP tests. Released items are available at <http://www.dese.mo.gov/divimprove/assess/Released_Items/riarchiveindex.html>. ). \_\_

**Describe** how the project incorporates activities that utilize scientifically-based research on instructional strategies and best practices for professional development and for K-12 education (include **Appropriate citations).** \_\_

**Describe** how project directors and/or instructors will model research-based instructional strategies and best practices throughout the professional development project. \_\_

**Describe** how the project will integrate the utilization of technology in grade level appropriate ways. \_\_

The project design should be closely aligned with district, state, and national standards where appropriate. All projects must be explicitly linked with partner school district/building improvement plans.

**Explain how the project activities addresses the following:**

Missouri math and/or science Show-Me Standards and the Missouri Learning Standards: \_\_

( <http://dese.mo.gov/divimprove/curriculum/Common_Core.html> )

The most current Grade-Level Expectations (GLE) and/or Course-Level Expectations (CLE): \_\_

The Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC); \_\_

Project content and methods should be aligned with school district/building curriculum and classroom materials, especially the Comprehensive School Improvement Programs (CSIPs). **(Please provide a table detailing this alignment.)** \_\_

**Provide m**easures and development of baseline dataandestimates of improvement. **Please provide citations for the basis of these estimates:** \_\_

**Explain** how collaboratively developed PD activities are aligned with existing district professional development efforts in partner district(s)*.* \_\_

Detail the number of contact hours per participant **(minimum of 120 contact hours per project)**, including any follow-up sessions, and explain why the estimated number of contact hours is sufficient for learning, practice, and follow-up. **Follow-up shall constitute a minimum of 25% of the total contact hours** provided as part of the professional development program. \_\_

**Information Dissemination Process**

Provide a detailed description of how participants will reflect and provide feedback on participation and growth. Identify strategies to be used to communicate project results to appropriate audiences. Project activities and modules may be made public through website postings. Project directors are encouraged to share useful information from their projects at meetings of one of Missouri’s math and/or science teachers’ professional organizations, teacher education organizations, or other professional organizations. Although the MDHE *Improving Teacher Quality Grant* will not support out-of-state travel for dissemination purposes, project personnel and others are encouraged to locate other funds to support trips to national meetings for dissemination.

**Describe** how participants will be given the opportunity to reflect on their new practices and to give other K-12 teachers and administrators, within the partner district(s) and schools, feedback on how participation in this professional development activity/experience **specifically** affected their teaching practices and student learning. \_\_

**Explain** how the project results that are useful to other K-12 teachers, school administrators, teacher educators and higher education institutions will be made available on a statewide basis. \_\_

**Identify** the strategies that will be used to communicate project results to the education and math/science departments or divisions in the partnership’s higher education institution(s), and explain the mechanism(s) that will be used to determine if courses/programs at the higher education institutions should be targeted for change. \_\_

**Internal Project Evaluation**

Evaluation is an integral part of the professional development projects funded by ITQG.

*Internal Evaluation*: Each individual project is responsible for conducting internal evaluation on its own project implementation and outcomes. This internal evaluation should include, but not be limited to (1) formative evaluation feedback from teachers on the content and pedagogy included in summer and academic year activities, (2) summative evaluation outcomes for all key stakeholders, including teachers and their students; pre-service teacher outcomes, and institutional change.

The internal evaluation team is responsible for assuring that the project plan as described in the proposal is being conducted with efficacy, and for evaluating progress towards achieving specific project goals and objectives. Included is collecting and analyzing formative feedback from participants on both the summer and academic year activities. The internal evaluation team will provide demographic information on their participants, **documentation of participation in all activities through sign-in sheets**, and outcomes as they align with ITQG and project objectives. Outcomes include but are not limited to teacher pre/post content gains, student achievement on focus content through MAP/EOC scores or valid and reliable student tests administered by the district. **Teacher or project designed pre/post student or teacher tests must show reliability scores along with reported student or teacher achievement** ( <http://dese.mo.gov/divimprove/assess/> ).

Provide an evaluation plan that includes appropriate measures/data sources for each output and outcome, a description of data analysis methods, and timelines for data collection and analysis. The table below is provided as an example:

**Table 3. Sample Internal Evaluation Process, Instrumentation, Baseline/Improvement Goals and Timeline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Objective/ITQG Objective** | **Process or instrument used** | **Baseline/ Improvement Goals** | **Administration Timeline** |
| 1. Improve student achievement in targeted mathematics and/or science content areas. | (Describe student test and validity/reliability procedures, if needed) | (Describe how baseline is established and improvement goals) | (Describe timeline for administration) |
| Etc. | Etc. | Etc. | Etc. |

**Describe** how project objectives will be met. Use a chart or table (see Table 3 above) to indicate how each project objective (aligned with ITQG objectives) will be evaluated, what processes or instrument will be used, how baseline data are to be obtained and improvement goals are set, and the timeline for administration: \_\_

**Describe** how you will ensure that sign-in sheets are utilized and that teachers will sign-in and out each time they leave the project site (each project is encouraged to create a formal sign-in sheet that includes break times) \_\_

**Describe** how you will demonstrate validity and reliability on teacher or project designed pre/post student, teacher participant, or administrator participants tests: \_\_

**Describe** the internal evaluation team members and their role in the evaluation: \_\_

**Provide** assurances of commitments from districts/buildings to conduct mathematics/science standardized tests, whether Missouri tests or other standardized tests and access to these scores for evaluation: \_\_

**Describe** how the project will provide evidence of implementation and improvement of participants’ pedagogical knowledge and use of best practices as indicated through scientifically-based research, including inquiry-based instruction: \_\_

**Describe** how the project leadership and internal evaluators will meet their obligations to the external evaluation: \_\_

**Describe** the value-added for multi-year projects: \_\_

**Project Personnel**

Proposals must include a description of key project personnel, their qualifications, and their roles and responsibilities. Curriculum vitas or resumes must be submitted for key project personnel documenting only relevant experiences to the project and **not exceeding two (2) pages per person** (Once awarded, project personnel may not be changed without first requesting approval from the ITQG State Coordinator/Director, Dr. Elizabeth (Liz) Valentine.

CVs may be sent as separate attachments or copied and pasted after each description of project personnel.

**Describe key project personnel, their qualifications, roles and responsibilities**

Project Director: \_ \_

Project Co-Director(s): \_\_

Graduate Students: \_\_

Consultants: \_\_

Staff: \_\_

**External Evaluation**

The utilization of an ***external evaluator*** provides an opportunity for analysis of both the individual projects and the collective impact of the ITQG program across projects. External Evaluators will work in collaboration with internal project evaluators to assist in enhancing internal evaluation processes and instrumentation.

**It is important that all projects are aligned with the external evaluator’s data collection requirements. There will be a technical workshop hosted by MDHE and the external evaluators after project awards are announced. It is mandatory that each project including continuing multi-year projects send a representative and highly encouraged that project directors attend as all projects will be held accountable for the information presented at the workshop. Projects must be in compliance with external evaluator data collection.**

External evaluators are responsible for showing cross-project effects. This includes looking at each project individually and at program effects across the state. Evaluators will make use of internal evaluation data, including teacher pre/post scores, and will be collecting data across projects that focus on implementation efficacy, pedagogical effects, student outcomes, and effects on higher education pre-service teachers and programming. These data will be collected in various ways including interviews with project staff, graduate students and faculty and project teachers; online teacher content tests on program focus areas and information on teacher professional status and growth across the time of the project. While projects may be observing teachers as they teach for the purposes of mentoring and coaching, evaluator observations of randomly selected teachers across the projects will inform MDHE of program effects of all projects in enhancing teacher pedagogy.

The following table outlines the state’s five objectives and other anticipated evaluation methods that will be used by both the internal and external evaluation team and project directors**. This table is not meant to be inclusive of all data collection.**  External evaluators will keep PIs informed of the timing of data collection and will minimize the impact on programming as much as possible. In return, external evaluators request the support of PIs to assure complete coverage of their project and participation by the maximum number of teachers and students.

**Table 2. Anticipated Methods of Data Collection and Evaluation**

|  |  |  |
| --- | --- | --- |
| **Missouri Objectives for All Projects** | **Internal Evaluation** **Method(s) of Data Collection and Evaluation** | **External Evaluation Method(s) of Data Collection and Evaluation** |
| Objective 1Improve student achievement in targeted mathematics and/or science content areas.  | Valid and reliable student pre/post tests | Missouri MAP/EOC scores; other standardized tests for non-public students |
| Objective 2Increase teachers’ knowledge and understanding of key concepts in targeted mathematics and/or science content areas. | Project-developed pre/post content test | External Evaluator-developed teacher test focused on ITQG content focus for this cycle; observations of treatment in summer academies and academic year |
| Objective 3Improve teachers’ pedagogical knowledge and practices that utilize scientifically-based research findings and best practices in inquiry-based instruction. | Documentation of implementation through project-selected method which may include classroom observations | Academic year observations of select teachers across the program; observation of treatment in summer academies and academic year |
| Objective 4Improve teachers’ knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction | May include addition of data usage within the treatment, development of assessments, implementation and analysis of effectiveness of assessments | Examination of teacher-designed tools, classroom observation, interviews with teachers and project staff |
| Objective 5Improve the preparation of pre-service teachers through improvements in mathematics and/or science content and/or pedagogy courses. | May include syllabi that document changes due to project, must include changes in pre-service teachers as a result of focus courses, not just treatment in which have participated  | Interviews with faculty of focus courses on documentation of pre-service effects will inform analysis of individual project change; analysis of extant documents demonstrating that change |
| Additional Project Objectives | Determined by project directors. | External Evaluators will be available to assist PIs with effective processes and instrumentation for additional objectives |

**External evaluators will assist projects and meet commitments to MDHE by:**

* Conducting an initial **mandatory** meeting for project directors and internal evaluators to explain the external evaluation, describe interface between external and internal evaluations, inform projects about data required from internal evaluators, and promote uniformity in data collection strategies and evaluation techniques among projects.
* Assuring ongoing and continuous contact with the evaluation team, including timely response to questions.
* Providing an opportunity for project directors to meet with the evaluation team prior to the project’s start.
* Developing an evaluation process that incorporates formative and summative evaluation for the program and assist projects in the development of internal evaluation plans.
* Submitting reports to MDHE by November 30, 2015 and subsequent years of multi-year projects, including an oral public report highlighting findings for projects and across the program.

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| **Project Directors will provide assurances that the following tasks will be completed:****Document** assurances that the External Evaluation team will have access to confidential data from both the K-12 and higher education partners for reporting and evaluation purposes: \_\_**Document** processes in place to support the external evaluation by strongly encouraging participants to complete all instruments requested by the external evaluators: \_\_**Guarantee** the confidentiality of data through use of internal codes for all data collected. Provide documentation that all processes necessary to be able to guarantee the availability and coding of the data have been finalized: \_\_**Explain** how the project’s professional development sessions will incorporate the External Evaluation team into the planned activities for external evaluation data collection with minimal impact in participants’ learning: \_\_**How and when** will project directors administer content pre-tests and both short-term and long-term post-tests to teacher participants (both short-term and long-term posttests are required to measure the content knowledge gained and retained throughout the life of the project). \_\_**Provide assurances** of cooperation from all project staff with the external evaluation team through collection and submission of daily, detailed participant sign-in sheets, participant contact information, individual teacher pre/post test scores, coded individual student data for each participant teacher, and any other requested data related to evaluation of the individual projects: \_\_**Provide assurances** that project staff will report information for every participant (Participant Data Form) by **May 31, 2014** before the beginning of the project; on or before **October 15, 2014**; and a final submission no later than **July 31, 2015**. **These forms will be submitted to the grant coordinator and to the external evaluators:** \_\_ |
| **Evaluation Reimbursement** |
|  |

Projects will be awarded monies outside of their project award that should be set aside for reimbursement for the external evaluation. These monies are flow-through monies and are not considered the project award for the purposes of F&A adjustments. External evaluators will invoice the projects directly for payment of evaluation services. Projects must commit to payment of these external evaluation invoices in a timely manner and the PIs commit to accepting responsibility for assuring timely payment from their institution.

Projects will be notified by the MDHE Program Coordinator when external evaluation commitments have been met for each invoice and payment may be made at that time. Projects are then authorized to make reimbursement requests to MDHE for external evaluation fees. External evaluation invoices are authorized to be submitted on April 15, 2014, October 15, 2014 and October 15, 2015 to the projects.  **The external evaluation reimbursements may be submitted before the official project start date and after the project end date of June 30, 2015. Requests for reimbursements for external evaluation will not be considered as one of the three reimbursement requests submitted during the life of the project.**

**Evaluation Summit**

A one-day meeting in late fall of 2015 will showcase the external evaluation report for ITQG professional development projects funded during Cycle-12. **Project staff and selected participants from each project are required to attend.**

**NOTE:** The MDHE reserves the right to negotiate modifications in project duration, implementation and/or content during the award process AND

TO MAKE NECESSARY CHANGES TO AND INTERPRETATIONS OF rfp REQUIREMENTS DURING AWARD PERIODS.

**PROPOSAL SCORING RUBRIC**

Proposals will be reviewed and rated by a peer review team chosen by the MBHE which will include an out-of-state expert. The following criteria will be used to rate the proposals. **(100 total possible points, of which up to 10 points to be allotted for the Cycle 12 Competitive Priority.**

**\_\_\_\_\_ (√) Required Proposal Elements: The proposal includes all required elements listed in the Proposal Format section (pp. 10-20 of the Request for Proposals. (Note: proposals that are missing required proposal elements will not be scored on the remaining criteria.)**

*For this reason, the MBHE strongly suggests projects submit a draft for grant coordinator review by November 30, 2013.*

**\_\_\_\_\_ (√) Absolute Priorities: The proposal meets the Absolute Priorities identified in the Request for Proposals. (Note: proposals that do not meet the Absolute Priorities will not be scored on the remaining criteria.)**

* **Demonstrated Need (10 points):** The proposal provides clear evidence of the K‑12 school educators’ and administrators’ need for professional development and alignment with ESEA Title II, Part A needs assessments in high-need school districts.
* **Collaboration, Commitment, & Project Partners (10 points):** The proposal provides clear evidence of involvement of all partners—including teachers, administrators, colleges or departments of education, colleges or departments of arts and sciences—in the collaborative design and implementation of the *Improving Teacher Quality State Grant Program*. The proposal describes how each primary and additional partner(s) will contribute to the success of the project, including a table detailing alignment between project goals/activities with school/district goals and CSIPs. Provide details of efforts to include non-profit private school participants.
* **Project Design (20 points):** The proposal clearly describes the participants to be targeted and specifically explains how the professional development activities can produce long-term, systemic change, and includes goals, objectives, and activities that reflect a program of sufficient duration, size, scope and quality that, if implemented, will yield improvements in teaching and learning. The proposal explains how the professional development activities are based on research documenting student achievement outcomes. The proposal clearly and specifically explains how collaboratively developed professional development activities will be effectively aligned with existing district professional development efforts in partner district(s)*.* The proposal clearly and specifically explains how the project’s professional development activities will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs. The proposal also includes a description and table of how each of the five state objectives will be achieved. Integration of literacy, or technology, or cross-disciplinary education, and/or best strategies in Math and/or Science is explicit.
* **Project Activities/Structure (10 points):** The proposal clearly explains the duration of the project and expected accomplishments and/or outputs for each year. A timeline detailing proposed activities, expected progress toward objectives and any milestones is clearly displayed evidencing a thoughtfully planned project structure. The proposal explains how the project meets the absolute and competitive priorities of the RFP.
* **Program Sustainability (5 points):** The proposal provides convincing evidence of institutional support (monetary and non-monetary) and the potential to sustain efforts of the project after the life of the grant.
* **Information Dissemination (10 points):** The project proposal describes clearly and in detail how participants will reflect and provide feedback on participation and growth. The proposal details how teachers and project personnel will inform colleagues and make results of project available to other educators on a statewide basis.
* **Evaluation Plan (5 points):** The evaluation plan clearly indicates the measures and scientifically based research methods that will be used to evaluate the effectiveness of the project in relationship to its stated intended outcomes. The evaluation plan includes measures and a timeline appropriate for the stated outcomes. Data collection and analysis methods are clearly described and appropriate for the stated outcomes.
* **Budget (10 points):**  The proposal clearly presents a cost-effective budget and narrative justification that is consistent with the scope of the proposed objectives and activities. The use of ITQG funds seems reasonable and effective for meeting the need described for proposed professional development activities. All budgetary guidelines and limitations were followed.
* **Project Personnel (15 points):** Describe the key project personnel, their qualifications, and their roles and responsibilities. Provide a two page or less curriculum vita or resume for each key project personnel.

**Additional Points - Competitive Priorities (5 points)**

* **Administrator Training Component**

Clearly specifies administrator involvement and provides professional development in science and math content, standards, and approaches to teaching science and math. Also provides training in evaluating science and math instruction and in how to create an environment in which teachers can integrate literacy, technology, cross-disciplinary education, and/or best practices in math and science. Professional Development consists of at least 60 contacts hours.

# DEADLINES, SUBMISSION PROCESS, AND REVIEW

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| **Intent to Apply**The Intent to Apply form C100 is due from each project director that intends to submit a complete proposal. The form is to **arrive** at the MDHE by 5:00 p.m. on Friday, October 18th, 2013. The form may be accessed at: <http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>And must be returned to:  |
| he.academicaffairs@dhe.mo.govForm C108 and the Cycle-12 50% Certification forms must be submitted as separate attachments with the proposal and can be accessed at (the cycle-12 Reimbursement Request Form, Example of Final Budget, Example of Reimbursement Request Form, and an Example of Schedule of Receipts may also be accessed through this link:<http://www.mdhe.mo.gov/ppc/grants/teacherquality.php>**Final Proposal**Final proposals are to **arrive** at the MDHE on Tuesday December 31, 2013 by 5:00 p.m. |
| Each proposal submitted shall be signed by the sponsoring institution’s chief executive officer or a specifically designated representative for grant applications. The endorsement constitutes a commitment on the part of the institution to support the project. When two or more eligible institutions collaborate on a proposal, each institution shall submit an endorsement; however, only one of the institutions should be designated as the custodian of the grant funds. An eligible institution may endorse more than one proposal. |
| Please adhere to the following instructions when submitting your proposal:After responding to all sections of the proposal, print and obtain all necessary signatures, scan into a pdf or word document and send to:he.academicaffairs@dhe.mo.govProvide only one electronic copy. All proposals successfully moving into the final review will be contacted and will require submission of (6) hard copies of the proposal by January 15, 2014. Please do not bind or staple copies or use binders of any type.  |

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| We **strongly** encourage applicants to submit **draft** proposals and budgets **prior** to the submission deadline for early review by the grant coordinator. The grant coordinator is not the primary reviewer but is available to review the draft proposal for areas that might enhance the proposal, or correct errors, particularly in the budget area. In order that the grant coordinator will have adequate time to complete the early reviews, please submit your proposals, electronically, **no later than November 30, 2013** to Dr. Elizabeth (Liz) Valentine at Elizabeth.Valentine@dhe.mo.gov. Proposals submitted for early review after November 26, 2012 may not be reviewed due to time constraints. Early submissions will be reviewed in the order they are received. |
| Proposals that are late or incomplete, that involve activities outside of program guidelines or the appropriate time frame, or that do not include the required partners will NOT be reviewed. |

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| A panel of qualified representatives with expertise in math, science, education, the Missouri Learning Standards, and internal evaluation will review and rate proposals and make recommendations for funding to the MDHE. The MDHE will have final authority on funding decisions for both one-year and multi-year projects. For more information on proposals scoring please see the scoring rubric provided previously.  |
| While the MDHE determines proposals to be funded and the amount funded, the MDHE must also distribute grants equitably by geographic area within the state. This means that the MDHE must consider the location of the school districts served by a project and take into account school districts potentially served by other proposed projects and those served by existing projects.  |
| Awards will be announced on or about February 15, 2013, and are subject to the availability of federal funds. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to the MDHE grant coordinator within 10 working days of the announcement of awards. Further information concerning the grievance process is available from the grant coordinator. If enough quality applications are not received, the MDHE reserves the right to reopen the competition. |

**Dr. Elizabeth (Liz) Valentine, ITQG Coordinator**

**Missouri Department of Higher Education**

**PO Box 1469**

**Jefferson City, MO 65102-1469**