



# **Improving Teacher Quality Grant Cycle-10 Technical Assistance Workshop**

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# Today's Agenda

- ITQG Background
- Cycle-10 Project Partnerships
- High-Need School Districts (HNSD)
- Cycle-10 Request for Proposals (RFP)
  - Absolute Priorities
  - Competitive Priorities
- External Evaluation
- Proposal Submission, Review, and Timeline
- Questions



# About ITQG

- **Eisenhower Professional Development Program**
  - Provided funds to colleges and universities to provide high quality professional development to K-12 math and science teachers
  - Missouri awarded millions of dollars to hundreds of projects under this program
- **No Child Left Behind Act of 2001**
  - Transformed the Eisenhower Program into the Improving Teacher Quality State Grants Program as part of Title II, Part A
  - MDHE has awarded over **\$10 million** to **78 projects** since ITQG began in 2002.



# About ITQG

*The purpose of ITQG is to increase student academic achievement by improving teacher and administrator quality.*

# National & State Reform Efforts

- Curriculum Alignment Initiative
- Common Core State Standards
- Model Core Teaching Standards
- Specific Show-me Standards, GLEs, and/or CLEs
- Comprehensive School Improvement Plans (CSIPs)



# Curriculum Alignment Initiative (CAI)

- Articulated expectations for student entry into college-level coursework
- Competencies identified by faculty, K-12 educators, business community, and K-12 and postsecondary education administrators
- Available on MDHE website: <http://dhe.mo.gov/cai/>
  - Arts and Humanities
  - English and Communication
  - Foreign Languages
  - Mathematics
  - Science
  - Social Sciences



# Common Core State Standards

- These are standards developed by the *Common Core State Standards Initiative* in English Language Arts and Mathematics
- Designed to communicate what knowledge and skills are essential for high school graduates to have in order to succeed in careers and in college
- Additional information about these standards is available online here:

<http://www.corestandards.org/the-standards>

# Model Core Teaching Standards

- Provide principles for effective teaching
  - CCSSO & Interstate Teacher Assessment and Support Consortium (InTASC):  
[http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\\_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)
  - Department of Elementary and Secondary Education (DESE) Educator Standards:  
<http://www.dese.mo.gov/eq/eses/>

# Comprehensive School Improvement Plans (CSIPs)

- Proposal narrative should explain how the project is aligned with the needs of the school districts (e.g. this plan)
- Information about these plans are available on DESE's website:  
<http://www.dese.mo.gov/divimprove/sia/msip/index.html>



# Cycle-10 Details

- USDE provides funds to each state to support Title II
- \$550,000 will be available to fund new projects in Cycle-10
- Three multiyear projects will continue in Cycle-10

# Project Partnerships

- Three Statutorily Required Partners

1. The division or department of a public or private college or university that prepares teachers and/or principals.
2. The school or department of arts and sciences at a public or private college or university
3. A high-need school district (HNSD)

# Project Partnerships

- Additional Permissible Partnerships
  - Additional school district(s) (LEA) (both high-need and non-high need)
  - 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)

# Project Partnerships

- Any statutory partner may be the lead applicant on the proposal
- A college or university must be the fiscal agent
- If a community college is a statutory partner, the partnership must include a four-year college or university

# High-Need School Districts

## Determination of HNSD's

- Two Part Federal Definition:
  - 1) A Local Education Agency (LEA) that serves not fewer than 10,000 students in families with an income below the poverty line.
  - OR-**
  - An LEA for which not less than 20% of children served live in families with an income below the poverty line.
  - AND**
  - 2) The LEA has a high percentage of teachers not teaching in their field or a high percentage of teachers with emergency, temporary or provisional certification (i.e. not highly qualified).



# High-Need School Districts

## Cycle-10 HNSD's

- In Missouri:
  - 250 districts
  - 26 charter schools
- 92 out of 114 of Missouri's counties have at least one HNSD.
- The **majority** of these counties have more than one HNSD.



# **Cycle-10 Request for Proposals**

Missouri Department of Higher Education

# Request for Proposals

- Absolute Priorities
  - 5 State Objectives
- Competitive Priorities



# Absolute Priorities

- **All Projects Should Achieve the Following Objectives:**
  1. Improve student achievement in targeted **mathematics and/or science content** areas.
  2. Increase teachers' knowledge and understanding of key concepts in **targeted mathematics 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.

# Absolute Priorities

- **All Projects Should Achieve the Following Objectives:**
  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 teachers** through improvements in mathematics and/or science content and/or pedagogy courses.
- Projects should also have project specific objectives.

# Competitive Priorities

- For Cycle-10, a competitive preference will be given to projects that integrate the following into the project design:
  - **Environmental Education**
  - **Data System Competencies**



# Environmental Education

*Environmental education integrated into math and/or science content is targeted for Cycle-10 because of the following:*

- Missouri industries targeted for economic growth, including alternative energy, advanced manufacturing, information technology, and the life sciences, require a workforce proficient in math, science, and sustainability concepts.
- An increasing number of entry-level jobs, regardless of occupational classification and level of educational attainment, require strong foundations in these academic disciplines and exposure to environmental education.
- Please refer to the North American Association for Environmental Education ([www.naaee.org](http://www.naaee.org)) for additional information



# Data System Competencies

***Data Systems Competencies:*** The ability to effectively work with and understand data to improve assessment, instruction and student outcomes.

*The integration of data systems competencies into math and/or science content should do the following:*

- Be connected to student achievement.
- Link achievement data to the school district's data systems.
- Be connected to teacher performance.
- Link performance data to the school district's data systems.



# Proposal Format

- **All Projects Must Submit Their Proposals in the Following Format:**
  - I. Proposal Cover Page (Form C101)
  - II. Project Abstract (Form C102)
  - III. Table of Contents
  - IV. Narrative**
  - V. Proposal Appendices**



# Proposal Narrative

20 Page Limit

- A. Project Partners
  - College of Arts and Sciences
  - College of Education
  - High-Need School District
- B. Partnership Commitments
  - How were needs of HNSD identified and addressed?
  - Roles and responsibilities of each partner.
  - How was each partner involved in the project planning?
  - How is the project aligned with the CSIP?



# Proposal Narrative

- C. Project Participants
  - K-12 teachers in math and/or science
  - Administrators (meaningful participation)
  - Highly Qualified Paraprofessionals
  - Pre-service teachers (may generally not be supported by grant funds)
  - Minimum of 20 participants per project.



# Proposal Narrative

- D. Private School Teacher Participation
  - Federal law requires that private school teachers are given the opportunity to participate.
  - Project directors shall identify private schools within the boundaries of their HNSD, consult regarding PD needs, and provide opportunity to participate.
  - Proposals should describe efforts to include private school participants, especially if no private school decide to participate
  - Private schools may not be reimbursed for substitute pay.



# Proposal Narrative

- E. Project Design and Objectives
  - Describe
    - how the project will meet each of the absolute priorities, the competitive priorities, and any project specific objectives.
    - how the project aligns with current state standards and school/district curricula.
    - how the project incorporates scientifically based research on pedagogy, curriculum, and best practices.
    - the project's sustainability beyond the end of the project.
    - participant engagement throughout the school year.
    - how the project will incorporate instructional technology.

# Proposal Narrative

- F. Project Activities
  - Describe: the project’s activities, location, timeline, and number of contact hours.
  - Minimum of 120 contact hours, 25% must be follow up hours.
  - State the desired duration for the project: 1, 2, or 3 years.

	One Year Award	Two Year Award	Three Year Award
Total Period for Project Activities	February 2012 – June 30, 2013	February 2012 – June 30, 2014	February 2012 – June 30, 2015

# Proposal Narrative

- G. Information Dissemination Process
  - Project staff and participants should be involved in disseminating information about the results of the projects.
  - Examples
    - Presentations to school/districts
    - Presentations at state teachers' conferences
    - Publishing findings in teaching magazines or scholarly journals.
    - Websites
  - Grant funds may be used to support in-state travel, but **cannot** be used for out-of-state travel.



# Proposal Narrative

- H. Evaluation: In addition to internal evaluation all projects will be evaluated by an external evaluation team provided by M.A. Henry Consulting, LLC

# Internal Evaluation

Aligns to the project objectives, which align to the five DHE ITQG Program objectives:

1. Improve student achievement in targeted **mathematics and/or science content** areas.
2. Increase teachers' knowledge and understanding of key concepts in ***targeted mathematics 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.

# Internal Evaluation

Aligns to the project objectives, which align to the five DHE ITQG Program objectives (cont.):

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 teachers** through improvements in mathematics and/or science content and/or pedagogy courses.

# Internal Evaluation Data

Projects responsible for collecting data on five program objectives + any project-specific ones. Data include:

- Internal teacher pre/post content test
- Internal student pre/post content test (or some objective accounting for student achievement)
- Objective data on change in teachers' pedagogical knowledge
- Documentation of teacher knowledge/skills in designing/implementing assessment tools and using assessment data; documentation of how these are used to improve instruction.
- Preservice teacher improvement – show *HOW* they have improved, not that preservice courses are changed.

# Other Internal Evaluation Responsibilities

Provide external evaluation team with

- Teacher pre/post content test
- Any internal evaluation results requested
- Time to consent teachers at the first of the project or any new teachers to returning projects
- Timely payment to external program evaluator, following guidelines in RFP. PI/Project Director responsible for working with university staff to ensure processing.

# External Evaluation

External Program Evaluation Contract held by  
M.A. Henry Consulting, LLC, St. Louis, Missouri

- Responsible for cross-project evaluation
- Aligns data collection to program objectives
- Supports internal evaluators in their work.

# External Evaluation Activities

- Teacher environmental education (math/science) content cross-project pre/post test
- Analysis of project student vs. non-project student achievement pre-project and across years of the project
- Observing a sample of teachers across projects to look at program effects – not all of your teachers. This year two from each project.
- Collecting data from projects on how they approached development of and use of assessment tools and data to inform instruction.
- Working with individual projects on documentation of preservice change effects

# External Evaluation Activities

- Documenting use of technology across projects
- Analyzing partnership models across projects to determine effective partnership models

*Collaborating with projects to:*

- Assure full participation of your participants in external evaluation including pre/post testing and observation requests
- Enhance internal assessment instruments and evaluation processes
- Assure objective data – avoid self-reports unless they can be triangulated with other data



# Proposal Appendices

- A. Budget Form and Justification (Form C103)**
- B. Collaborative Planning Team Document (Form C104)**
- C. Joint Effort Document (Form C105)**
- D. Letter of Commitment: K-12 Partner (one for each K-12 partner) (Form C106)**

# Proposal Appendices

- E. Letter of Commitment: Higher Education Partner** (one for each higher education partner) (Form C107)
- F. Certificate of Assurances** (Form C108)
- G. Curricula vitae or resumes** for key project personnel, two (2) page limit per person
- H. Previous Project Outcomes** (Form C109) only necessary if a key project personnel has had a major role in a previous ITQG project or an Eisenhower project



# Budget

1. **Personnel Costs** – Salary and fringe benefits for project directors, instructors, and those with a major role in the project.
2. **Additional Personnel Costs** – Salary and fringe benefits for other project staff.
3. **Total personnel costs** (Personnel costs, Additional Personnel costs, and fringe benefits) may not exceed 35% of the total grant request.

# Budget

## 3. Participant Costs

- Books and materials
- Tuition
- Stipends
- Substitute reimbursement –  
**public schools only, up to 90%**
- Travel (\$0.37/mile)
- Room and board
- Does not include computers or  
other capital equipment.

## 4. Additional Costs

- Staff travel (\$0.37/mile)
- Consultant (may not exceed  
\$300/day)
- Printing costs
- Website costs

# Budget

5. **Total Direct Costs:** The sum of sections 1-4.
6. **Modified Total Direct Cost (MTDC):** Total direct costs less any stipends and tuition.
7. **Facilities and Administrative Costs:** Eight (8)% of MTDC. May only be charged to the lead institution/fiscal agent.
8. **Total Costs:** The sum of the Total Direct Costs (5) and the Facilities and Administrative Costs (7).



# Budget

- 9. Percent of Grants Funds per Partner:** No single partner may benefit more than 50% of the total award amount.
- \*Matching Funds** must equal 20% of the requested grant funds.
- \*Budget Justification:** Accompanies the budget summary form and provides the rationale for every budget item and explains the matching funds.
- \*Multiyear Proposals** must submit a budget form and justification for each year of the project.

# Scoring Rubric

(150 Points Possible)

- Absolute Priorities (100 points)
- Additional Points (50 points)
  - Budget (20 points)
  - Competitive Priorities (20 points)
  - Miscellaneous (10 points)



# Scoring Rubric

## Absolute Priorities

### 5 State Objectives

- Commitment (5)
- Collaboration & Design(5)
- Project Design Basics (15)
- Participants (5)
- Project Design (60)
- Sustainability (5)
- Dissemination (5)

# Project Design (60 Points)

- Project Description
  - Clear description of project activities including scientifically-based research strategies for professional development and for grade-level on which project design is focused. Include citations that show research basis for strategies.
- Description of how technology will be incorporated
- Description and table\* of how each of the five state objectives will be achieved
  - including measures and development of baseline data, instrumentation, processes, establishment of realistic goals, and timeline.
  - Evaluation Plan describes a well-designed evaluation plan to evaluate project effectiveness, assurances of access to data and cooperation with evaluation team.

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

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



# Scoring Rubric

## Additional Points

- Budget (20 points)
- Competitive Priorities (20 points)
  - Environmental Education (10 points)
  - Data Systems Competencies (10 points)
- Miscellaneous (20 points)
  - Evidences of underrepresented and underserved students (e.g. more than 75% of teachers from high-need school)
  - Incorporates cross-curricular core subjects (including math/science integration)



# **Proposal Submission, Review, and Timeline**

Missouri Department of Higher Education



# Intent to Apply

***An Intent to Apply form must be submitted in order to submit a proposal for review.***

***November 4, 2011 by 4:00 p.m.***



# Grant Coordinator Review

- Please submit draft proposals for review, by November 15, 2011, electronically to [Heather.MacCleoud@dhe.mo.gov](mailto:Heather.MacCleoud@dhe.mo.gov).
- Proposals received after November 15 may not be reviewed due to time constraints.
- Proposals will be reviewed in the order they are received.



# Proposal Submission

- Proposals must arrive at the MDHE by **December 9, 2011, by 4:00 p.m.**
- One electronic copy in MS Word format is required (no signatures necessary).
- Electronic copies should be sent to [Heather.MacCleoud@dhe.mo.gov](mailto:Heather.MacCleoud@dhe.mo.gov).
- Six hard copies should be submitted, one must be unbound and unstapled.

# Proposal Submission

- Hard copies should be sent to:

Heather MacCleoud, ITQG Coordinator  
Missouri Department of Higher Education  
205 Jefferson Street  
P.O. Box 1469  
Jefferson City, MO  
65102-1469

*Follow the proposal format given in the RFP.*

Please:

- Use a font equivalent to 12-point Times New Roman
- Use 8.5 x 11-inch paper with 1 inch margins
- Number pages beginning with the cover page.
- **Follow guidelines in RFP.**



# Review Process

- Grants will be reviewed by a panel of qualified representatives (including faculty, K-12, DESE, and MDHE staff) with expertise in math, science, education, environmental education, and data systems.
- The panel will make recommendations to the MDHE for funding.
- The MDHE has the final authority on funding decisions.
- The MDHE will take under advisement the panel's recommendations and negotiate any necessary changes with project personnel.
- The MDHE must also consider equitable geographic distribution in awarding the grants.

# Timeline

- Intent to Apply – November 4, 2011 by 4:00 p.m.
- Grant Coordinator Review – November 15, 2011
- Proposals – December 9, 2011 by 4:00 p.m.
- Review Session – Mid-January 2012
- Negotiations – January – February 2012
- Awards – February 2012

# QUESTIONS:

**Heather MacCleoud**

**ITQG Coordinator**

573-751-1790

[Heather.MacCleoud@dhe.mo.gov](mailto:Heather.MacCleoud@dhe.mo.gov)

**ITQG Website**

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