



Missouri Department of Higher Education

Building Missouri's future...by degrees

Improving Teacher Quality Grant

REQUEST FOR PROPOSALS (RFP)

Cycle-10 Grant Competition

INTENT to APPLY DEADLINE:

Intent to Apply forms must ARRIVE at the MDHE by
4 p.m. on, Friday, November 4, 2011.

PROPOSAL SUBMISSION DEADLINE:

All proposals must ARRIVE at the MDHE by
4 p.m. on, Friday, December 9, 2011.

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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 Grants (ITQG) program. To date, 78 projects have been offered in over 200 districts across Missouri. More than 1,800 teachers have participated in at least one of these projects, and these teachers have directly impacted almost 132,000 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-10 of the *Improving Teacher Quality Grants* (ITQG) program. This RFP invites K-12/higher education partnerships dedicated to professional development for K-12 teachers in *core academic subjects*¹ 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-10 proposals will target grades kindergarten to twelve (K-12) and the core academic subjects of math and/or science with a competitive focus on *environmental education* and developing competencies for building and using data systems to assess learning outcomes.

There will be approximately \$550,000 available to fund *eligible partnerships* that have the greatest potential to produce positive results as they address the following goals of the ITQG program:

- Student achievement in targeted math and/or science content areas.
- Teachers' content knowledge.
- Teachers' instructional practices in inquiry-based instruction.
- Teachers' design and use of student-learning assessment methods to improve instruction.
- The preparation of pre-service teachers at partner institutions of higher education.

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

¹ See Appendix A for definitions of terms in *bold italics*

INTRODUCTION

No Child Left Behind, Title II, Part A

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-10, \$550,000 will be available for new projects. Typically, the grant amounts range from \$70,000 - \$190,000 per project, depending on the number of project participants and the extent and quality of the professional development provided by each project.

Missouri Absolute Priorities

The MDHE will use Missouri's Cycle-10 *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 that integrate math and/or science with other **core academic subjects** such as reading or communication arts are strongly encouraged.

For Cycle-10, a competitive preference will be given to projects that integrate the following into the project design:

- Environmental Education
- **Data System Competencies**

Missouri Competitive Priorities

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

- 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.
- Under the leadership of the Science, Technology, Engineering, and Mathematics (STEM) Coalition a greater emphasis has been placed on strengthening student performance and economic development in STEM fields. Please refer to www.momathandscience.com for more details about STEM.
- 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.

- Environmental education was advanced to a national priority with the creation of the *No Child Left Inside Act* (2009).²

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.

Multi-year Projects

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 may focus on different grade levels for each year of funding. 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.

Intent to Apply

The Cycle-10 application process requires that an *Intent to Apply* form be submitted by each project director who plans to submit a complete proposal.

Intent to Apply forms (Form C100 found in Appendix B) are to **arrive** at the MDHE by **Friday, November 4, 2011 by 4:00pm**. Forms received after this time and date will not be accepted.

If an applicant does not submit an *Intent to Apply* form, by the deadline above, the applicant may NOT submit a proposal for consideration in the grant competition.

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-10 RFP. All interested applicants are encouraged to attend the workshop to be held September 28, 2011 at the Harry S. Truman Building in Jefferson City, MO.

Please contact Heather MacCleoud at (573) 751-1790 or heather.maccleoud@dhe.mo.gov to register for the workshop. Please register at least five (5) days before the workshop.

Additional resources are available online here:
<http://www.dhe.mo.gov/ppc/grants/teacherquality.php>.

² For more information, see H.R. 2054 and S. 866 (introduced 22 April, 2009).

PROPOSAL FORMAT AND REQUIREMENTS

All proposals should be written using the following order and headings. Your use of the order and headings provided below will ensure that proposal reviewers are better able to consistently evaluate all of the proposals. All forms are provided in Appendix D and are **required** unless otherwise stated. In addition to including a narrative that addresses the required components in this section, applicants are expected to follow Proposal Format and Requirements as outlined below. Please also see the scoring rubric located on pages 18-20, for further details.

- I. Proposal Cover Page (Form C101)
- II. Project Abstract (Form C102)
- III. Table of Contents
- IV. Narrative (See RFP pages 8-17) Please limit to twenty (20) pages.
 - A. Identification of Project Partners
 1. Three required partners
 2. Additional permissible partners
 - B. Description of Partnership Commitments
 - C. Description of Project Participants
 - D. Description of Efforts to Include Private School Participants
 - E. Specification of Project Design and Objectives
 - F. Description of Project Activities/Structure
 - G. Description of Information Dissemination Process
 - H. Description Project Evaluation
- V. Proposal Appendices
 - A. Form C103 - Budget Summary and Budget Justification
 - B. Form C104 - Collaborative Planning Team Document
 - C. Form C105 - Joint Effort Document
 - D. Form C106 - Letter of Commitment: K-12 Partner (one form for each K-12 partner)
 - E. Form C107 - Letter of Commitment: Higher Education Partner (for each higher education partner)
 - F. Form C108 - Certificate of Assurances
 - G. Curricula vitae or resumes for key project personnel
 1. Document only relevant experiences
 2. Limit to two (2) pages per person
 - H. Form C109 - Previous Project Outcomes must be submitted only if:
 1. One or more of the individuals having a **major role** in the proposed project previously received funds under the CBHE Eisenhower Grants program or Cycles 1-9 of the MDHE *Improving Teacher Quality Grant* program;
AND/OR
 2. The proposed project is a continuation of a project that previously received funds under the CBHE Eisenhower Grants program or Cycles 1-9 of the MDHE *Improving Teacher Quality Grant* program.

PROPOSAL NARRATIVE (EXPLANATION AND INSTRUCTIONS)

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:

- 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
- A school or department of arts and sciences at a public or independent IHE
- **At least one *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 be included 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. A list of community colleges with DESE-approved teacher education programs is available at

<http://dese.mo.gov/divteachqual/teached/directory/jrcollegedrcty.pdf>. 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.

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)

Partnership Commitments Cycle-10 *Improving Teacher Quality Grant* projects are expected to demonstrate that:

1. The needs of the high-need school district(s) are identified and addressed by the proposed project.
2. Project content and methods are aligned with school district/building curriculum and classroom materials, especially the Comprehensive School Improvement Programs (CSIPs).

3. The involvement of all partners in the development of the proposed project is described.
 - a. Outline the specific commitments made by each partner.
 - b. Identify collaborative roles and responsibilities for each partner during the life of the project.
4. There is genuine collaboration between higher education **and** K-12 representatives in the planning, design, and implementation of the proposed projects.

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.
 - **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.
- **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.

Proposals should not only identify the proposed project’s targeted participants but should also estimate their probability of participation and explain why these participants were selected. 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.

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 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 the description of the efforts that were made to include private school teachers.

Project Design and Objectives

Proposal narratives should describe the project’s design in detail and emphasize how the project will achieve and produce results for **all** of the following Missouri objectives:

- Objective 1: Improve student achievement in targeted **mathematics and/or science content** areas.
- Objective 2: Increase teachers’ knowledge and understanding of key concepts in **targeted mathematics and/or science content areas**.
- Objective 3: Improve teachers’ pedagogical knowledge and practices that utilize **scientifically-based research** findings and best practices in inquiry-based instruction.
- Objective 4: Improve teachers’ knowledge and skills in designing and implementing **assessment tools** and use of **assessment data** to monitor the effectiveness of their instruction.
- Objective 5: Improve **the preparation of pre-service teachers** through improvements in mathematics and/or science content and/or pedagogy courses.

Additional objectives for the project should be clearly stated in the narrative and should identify measurable outcomes. Outcomes related to the five state objectives will be evaluated through internal and external evaluation processes.

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, and should demonstrate alignment with the following as appropriate:³

- Missouri math and/or science Show-Me Standards and, when available, the most current Grade-Level Expectations (GLE) and/or Course-Level Expectations (CLE);
- *Common Core State Standards* developed by the Common Core State Standards Initiative
- *Model Core Teaching Standards* developed by the Interstate Teacher Assessment and Support Consortium (InTASC); and
- North American Association for Environmental Education (NAAEE).

The project design should also 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.

Competitive project designs will also describe how the incorporation of data systems competencies are linked to the district/building improvement plans.

The project design should incorporate activities that utilize scientifically-based research⁴ on instructional strategies and best practices for professional development and for K-12 education. Project directors and/or instructors are expected to model research-based instructional strategies and best practices throughout the professional development project. The project design should integrate the utilization of technology in grade level appropriate ways. Competitive project designs should also describe how the environmental education component is aligned with the standards of the North American Association for Environmental Education (NAAEE).

Proposal narratives should explain the project's design in detail, which includes, but is not limited to:

- A description of the needs assessment process and baseline data used to determine the design and structure of the project.
- Discussing how teachers and other participants will be actively engaged over the life of the project and the potential for the project's **sustainability** beyond the end date of the grant.
- 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

³ In addition please ensure that the proposal is well-aligned with national standards for professional development such as those put forth by Learning Forward: <http://www.learningforward.org/evidence/search.cfm>.

⁴ Citations should be included in the proposal.

follow-up. **Follow-up shall constitute a minimum of 25% of the total contact hours** provided as part of the professional development program.

- Identifying the anticipated location of project activities and estimating the number of anticipated participants.
- Identifying the geographic area(s) within the state that projects are designed to serve.
- The number of students directly impacted by teacher participants (e.g. enrolled in classrooms, tutored, involved in student organizations, and/or other activities).
- A description of how each of the five state objectives will be achieved, including:
 - Measures and development of baseline data, and
 - Realistic estimates of improvement.

Proposal narrative **should not** include a discussion of national needs in math and science education as reviewers will have extensive perspectives of national issues.

Project Activities/ Structure

Proposal narratives should clearly indicate the desired duration of the proposed Cycle-10 project and the expected accomplishments each year. **Multi-year projects are expected to show specific value-added student learning in achieving the objectives of the project to justify its longer duration.**

The MDHE reserves the right to negotiate modifications in project duration and/or content during the award process.

Please Note: For each year, proposals should describe the estimated dates or timelines for all proposed project activities and expected progress toward achieving the state’s five objectives and any additional project objectives. The anticipated periods of Cycle-10 awarded projects are indicated in the table below.

Table 1. Cycle 10 Period for Projects Activities

	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

Information Dissemination Process

Proposal narratives should:

- 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 affected their teaching practices and student learning.
- Explain how the project results that are useful to other K-12 teachers, school administrators, and higher education institutions will be made available on a statewide basis.
- Identify what strategies 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.

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.

**Project
Evaluation**

Evaluation is an integral part of the professional development projects funded by ITQG. The sections below discuss the various aspects of evaluation in this program including the role of the external evaluator, project director responsibilities, evaluation reimbursement, and the evaluation narrative discussion components.

**Internal
Evaluation**

Each individual project is responsible for conducting internal evaluation on its own project implementation and outcomes. This internal evaluation may 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 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.

**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.

**External
Evaluator
Responsibilities**

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 1 Improve student achievement in targeted mathematics and/or science content areas.	Valid student pre/post tests	Missouri MAP/EOC scores; other standardized tests for non-public students
Objective 2 Increase 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 3 Improve 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 4 Improve teachers’ knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the	May include addition of data usage within the treatment, development of assessments, implementation and analysis of effectiveness of	Examination of teacher-designed tools, classroom observation, interviews with teachers and project staff

effectiveness of their instruction	assessments	
Objective 5 Improve 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 they may have participated in	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:

1. Conducting an initial 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,
2. Assuring ongoing and continuous contact with evaluation team, including timely response to questions,
3. Providing an opportunity for project directors to meet with the evaluation team prior to the project's start.
4. Develop an evaluation process that incorporates formative and summative evaluation for the program and assist projects in the development of internal evaluation plans.
5. Submit reports to MDHE by November 30, 2013 and subsequent years of multi-year projects, including an oral public report highlighting findings for projects and across the program.

**Project
Directors'
Evaluation
Responsibilities**

Project directors are expected to complete the following tasks:

1. Secure 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.
2. Support the external evaluation by strongly encouraging participants to complete all instruments requested by the external evaluators.
3. Guarantee the confidentiality of data through use of internal codes for all data collected.

4. Coordinate with the External Evaluation team for external evaluation data collection with minimal impact in participants' learning.
5. 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.
6. Cooperate with the external evaluation team by collecting and submitting participant sign-in sheets, participant contact information, individual teacher pre/post test scores and other requested data related to evaluation of the individual projects.
7. Report information for every participant (Participant Data Form) by **May 31, 2012** before the beginning of the project; on or before **October 15, 2012**; and a final submission no later than **July 31, 2013**. **These forms will be submitted to the grant coordinator.**

**Evaluation
Narrative
Discussion
Components**

With regard to evaluation issues, proposal narratives should include a table indicating 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. Please refer to Table 3 for 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 procedures, if needed)	(Describe how baseline is established and improvement goals)	(Describe timeline for administration)
Etc.	Etc.	Etc.	Etc.

In addition,

1. Describe the internal evaluation team members and their role in the evaluation.
2. 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.
3. 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.

4. Describe how the project leadership and internal evaluators will meet their obligations to the external evaluation.

5. Describe the value-added for multi-year projects.

**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, 2012, October 15, 2012 and October 15, 2013 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, 2013. 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 December 2013 will showcase the external evaluation report for ITQG professional development projects funded during Cycle-10. Project staff and selected participants from each project are required to attend.

PROPOSAL SCORING RUBRIC

Please use this rubric in conjunction with pages 8-17, 21-27, and 40-53 to ensure that proposals are completed in the correct format and provide all information requested in the RFP.

Absolute Priorities: (100 points)

Commitment (5 points)

- Clearly identifies three qualifying statutory project partners, school district representative and any additional partners
- Describes how each primary and any additional partners will contribute to the success of the project by outlining specific commitments

Collaboration and Design (5 points)

- Signed Joint Effort Form
- Describes efforts to include private school participants
- Alignment with primary school district partner school district/building improvement plans such as CSIPs. This should provide evidence of collaboration in determining these needs, including, but not limited to a description of the needs assessment process and baseline data used to determine the design and structure of the project.

Project Design Basics (15 points)

- Purpose and objectives of the project
- Time and Location
- Major project activities
- Key staff and roles
- Number of contact hours
 - Summer and academic year
- Involvement of Administrators
- Involvement of pre-service
- Projected changes in specific higher education pre-service courses

Participants (5 points)

- Recruitment plan to maximize participants from high-need school districts
- Describes grade level focus
- Identifies number and type of credit hours to be provided by an IHE (if applicable)
- Identifies the anticipated number of participants from each school district partner
- Identifies the anticipated number of participants directly and indirectly impacted
- Describes recruitment plan to maximize participants from high-need districts
- Discusses meaningful participation of principals if proposed

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.⁵
- Evaluation Plan describes a well-designed evaluation plan to evaluate project effectiveness, assurances of access to data and cooperation with evaluation team.

Sustainability (5 points)

Describes specific options and potential for sustainability of interventions beyond project end date, including commitment from lead institution for sustainability.

Dissemination (5 points)

- Describes how teachers will inform colleagues of their experiences in and benefits from this project
- Describes how project personnel will inform colleagues of the results of this project
- Describes how results of project will be made available to other K-12 teachers, administrators, and higher education institutions on a statewide basis
- Describes impact on pre-service teachers
- Describes impact on teacher preparation programs

Additional Points: (50 points)

Budget (20 points)

- Personnel costs are detailed and do not exceed 35% of the total grant request
- Matching funds equal 20% or greater of the total grant request
- No one partner benefits from more than 50% of the grant request
- Budget form is prepared correctly and is free of errors
- Budget justification adequately explains/supports budget line items

Competitive Priorities (20)

Environmental Education (10 pts) (This may be included in general project description)

Detailed description of the incorporation of environmental education into the project including:

- Alignment with NAAEE standards
- Clear description of environmental education activities and how they integrate across the project activities throughout the year
- Incorporation of evaluation activities specifically focused on environmental education⁶
- Key staff and their expertise in this area
- Estimate of amount of time allocated specifically to environmental education

Data Systems Competencies (10 pts)

- Clear description of project activities including academic year activities
- Incorporation of evaluation activities specifically focused on data systems competencies⁷
- Key staff and their expertise in this area
- Estimate of amount of time allocated specifically to data systems competencies

⁵ Please fill out *Table 3. Sample Internal Evaluation Process, Instrumentation, Baseline/Improvement Goals and Timeline* as indicated above

⁶ Ibid.

⁷ Ibid.

Miscellaneous (10 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)

DEADLINES, SUBMISSION PROCESS, AND REVIEW

- Intent to Apply** The Intent to Apply form (Appendix B – Form C100) is due from each project director that intends to submit a complete proposal. The form is to **arrive** at the MDHE by 4:00 p.m. on Friday, November 4, 2011.
- Deadline Date** Final proposals are to **arrive** at the MDHE on Friday, December 9, 2011, by 4:00 p.m.
- Endorsement** 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.
- Proposal Submission Instructions** Please adhere to the following instructions when submitting your proposal:
- Submit proposal beginning with cover page (Appendix D – Form C101) and abstract (Form C102).
 - Limit narrative to twenty (20) double-spaced pages:
 - Use a font equivalent to 12-point Times New Roman
 - Use 1-inch margins on standard 8 ½ x 11-inch paper
 - Paginate beginning with the cover page
 - Provide one (1) electronic copy of the proposal in Microsoft Office formatting sent as (an) attached file(s) to heather.maccleoud@dhe.mo.gov. The electronic copy must be received by **Friday, December 9, 2011, by 4:00 p.m.** **Submission of only the electronic copy will not suffice as the completed proposal.**
 - Signatures are not required on the electronic copy.
 - Provide six (6) hard copies of the proposal by **Friday, December 9, 2011, by 4:00 p.m.** One (1) of the hard copies should be unbound and unstapled. Mail hard copies to:

Heather MacCleoud, ITQG Coordinator
Missouri Department of Higher Education
PO Box 1469
Jefferson City, MO 65102-1469

- Grant Coordinator Review** We 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 18, 2011** to Ms. Heather MacCleoud at heather.maccleoud@dhe.mo.gov.

Proposals submitted for early review after November 18, 2011 may not be reviewed due to time constraints. Early submissions will be reviewed in the order they are received.

Late Proposals 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.

Review Process A panel of qualified representatives with expertise in math, science, education, environmental education, and data systems 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 on pages 18-20.

Equitable Geographic Distribution of Grants 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.

Announcement of Awards Awards will be announced on or about February 15, 2012, 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.

GRANT ADMINISTRATION AND REGULATIONS

Contracts Every lead institution within a partnership receiving funds from the MDHE *Improving Teacher Quality Grants* program is required to sign a contract. This contract obligates the project directors and their institutions or partnerships to follow program administration regulations.

The grant project director is the MDHE point of contact for project-awarded grants in this program. Therefore, it is incumbent on the project director to assume responsibility for all administrative matters related to the grant, including – but not limited to – coordinating all financial details, completing forms, and assuring that all requirements and guidelines are followed. In addition, if the institution has an office that handles grants, e.g. a Sponsored Programs Office; the project director must provide their contact information so they can be properly informed of administrative matters.

Use of Funds Awarded funds may be used for:

- Project personnel and instructional costs.
 - Total personnel costs **must not exceed 35%** of the total requested funding.
- Participant stipends and materials.
- In-state travel expenses.
- Other expenses related to the project.

Matching funds must equal at least 20% of the total budget request.

No single partner may benefit from more than 50% of the grant award.

No individual may receive more than 1% of the total grant request if that individual is participating in more than one grant.

Awarded funds may not be used for capital equipment purchases. Capital equipment is an item that costs \$5,000 or more and have a useful life of more than one (1) year.

Stipends If a project provides a stipend to teacher participants it must be for non-contracted time only. Teachers may not be given a stipend for time that they are also being paid by their school or district. For example, if a project holds a follow-up session during the school day the teachers may not receive a stipend for their contracted hours during which they were attending the follow-up session.

Substitute Reimbursement If a project requires that a teacher attends a project activity during the school day during which he or she would have been teaching, the project may reimburse the school for the cost of the substitute teacher.

Federal regulations prohibit project funds from being the only source of substitute pay. To this end, a project may only reimburse a school or district up to 90% of the daily cost of a substitute, when a teacher is absent from the

classroom for a project activity using project funds. Matching funds may be used to cover the rest of the cost of a substitute.

Non-public schools/districts may not be reimbursed for the cost of a substitute.

Reporting and Budget Related Deadlines for 1-Year Funded Projects

The following table lists the deadlines for reports, completion of grant activities requiring funds, and reimbursement requests for PD projects. **Any request for a change in start date or end date must be submitted in writing to the MDHE for approval at least two weeks in advance of any change.**

Table 4. Cycle 10 Deadlines

Date	Event
April 15, 2012	External evaluation invoices are authorized to be submitted
October 15, 2012	External evaluation invoices are authorized to be submitted
October 15, 2012	Cycle-10 progress reports are due at the MDHE.
October 31, 2012	First request for reimbursement is due. The first request will be reimbursement for expenses through September 30, 2012.
April 30, 2013	Second request for reimbursement is due. The second request will be reimbursement for expenses from October 1, 2012 through March 31, 2013.
June 30, 2013	Completion of all project activities requiring funds.*
July 31, 2013	Cycle-10 final project report due at the MDHE.
August 15, 2013	Final reimbursement requests due. This final request will be reimbursement for expenses from April 1, 2013 through June 30, 2013. Requests received after August 15 will not be reimbursed.*
October 15, 2013	External evaluation invoices are authorized to be submitted

* The external evaluation reimbursements may be submitted before the official project start date and after the project end date of June 30, 2013. Requests for reimbursements for external evaluation will not be considered as one of the three reimbursement requests submitted during the life of the project.

Progress Reports

The progress report, which must be submitted by October 15, serves three purposes:

- Provides information beyond that contained in the external evaluator’s *formative evaluation*. Project directors should discuss any project

activities that have been completed or accomplishments that have been achieved that were not included in the external evaluator's formative report.

- Discusses the project's progress toward the attainment of state and individual project objectives.
- Outlines, if appropriate, any project challenges or unmet expectations.

The progress report narrative should not exceed ten (10) typed pages excluding attachments.

Final and Annual Reports

The Cycle-10 year 1 final reports for one-year projects and annual reports for multi-year projects should take a narrative form and should not exceed twenty-five (25) pages, excluding attachments. The guidelines for the final report will be given to the project directors by April 1, 2013.

Accounting and Auditing Procedures

The lead institution in the partnership is responsible for:

- Administering the grant received through the MDHE *Improving Teacher Quality Grant* program, including continuation grants, through a separate account—**shifting funds between different MDHE *Improving Teacher Quality Grant* cycles, including funds for multi-year projects, is NOT permitted.**
- Sending the MDHE a copy of the complete audit report and any findings for each fiscal year in which grant monies were expended.
- Complying with all provisions of Form C108 - Certificate of Assurances submitted with the grant proposal.

Requesting Funds

The award contract will indicate a start date and an end date for the project. **Expenses incurred outside the approved project start date and end date will not be reimbursed.**

The authorized institutional officer may request (up to three times per year as outlined in the "Deadlines for Funded Projects" section above, not including the reimbursement for the external evaluator) the reimbursement of funds by submitting an official "Cycle-10 Reimbursement Request for MDHE *Improving Teacher Quality Grants*" form to be made available on the MDHE website. **Reimbursement request forms received after August 15, 2013 will not be reimbursed.** Additionally, the final one third of annual project funds *will not be released until the final report has been received by the MDHE and the external evaluation team has received all necessary data.*

Re-Allocating Funds in the Budget

Any changes in the personnel budget must be justified in writing and in advance to the MDHE for approval. For non-personnel expenses, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution/partnership if the sum of all re-allocated funds is less than 10% of the project's yearly non-personnel budget. **However, all such changes must be tracked and documented in writing to the MDHE prior to the final reimbursement request for the project.**

Number of Participants and Students Impacted

The amount of the award is based in part on the projected number of participants and the number of students who will be impacted by the project. If these numbers are less than anticipated, it is expected that the portion of the grant related to participant expenditures will be reduced accordingly. If participant enrollment is less than 75 percent of the level for which the grant was awarded, the MDHE’s approval is required before proceeding with project expenditures and activities.

The number of students impacted by teachers should include all students that teacher participants teach in the classroom as well as other students tutored outside of class time. For an administrator, the number of students impacted is the student population of the school or district, as appropriate.

Other Program Compliance Requirements

Audit Checklist and 50% Rule Certification Form

The Compliance Audit Checklist and 50% Rule Certification Form must be submitted with the final reimbursement request. These forms will be available on the MDHE website.

Unused Materials

Unused materials and equipment purchased for the project must support partner schools. In the event that participants leave the district or the profession, the materials and equipment must remain in the partner school or district.

Changes in Grant Personnel

The MDHE must *approve* any personnel changes at the project director or co-director levels. The MDHE should be *notified* of other personnel changes. It is expected that when staff or personnel that are changed, the replacements will hold substantially similar qualifications to those that they are replacing.

Monitoring and Site Visits (EDGAR 80.40(a))

During the time period covered by the award, one or more members of the external evaluation team will be visiting the project in consultation with the project director. The coordinator of the MDHE *Improving Teacher Quality Grants* program or another representative of the MDHE will also visit project sites to ensure that progress is being made toward meeting objectives.

Attribution

Program advertisement brochures, written materials distributed to participants, and all disseminated materials must bear the following acknowledgement (with the appropriate figures/numbers inserted):

“Funds for this project were provided by a grant from Title II, Part A, of the *Improving Teacher Quality Grants* program administered by the Missouri Department of Higher Education. The total costs of the project were financed with \$___ (___%) in federal funds and \$___ (___%) from non-governmental sources.”

Copyrights and Patents

Copyrights, patents, and other proprietary interests resulting from the grant activities are governed by applicable federal regulations and local institutional policies.

RFP APPENDICES

APPENDIX A: Definitions of Important Terms and Acronyms

Definitions of Important Terms

CFDA: (Catalog of Federal Domestic Assistance) A directory which organizes and categorizes federal assistance programs into a uniform and standardized system.

Common Core State Standards: These are standards developed by the Common Core State Standards Initiative in English Language Arts and Mathematics. They are 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>.

Core Academic Subjects: English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history, or geography. These should be aligned with the Common Core Standards as applicable.

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

EDGAR: The Education Department General Administrative Regulations. A copy of the regulations can be seen at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Eligible Partnership: An affiliation of a private or public institution of higher education and the division of the institution that prepares teachers; a school of arts and sciences at a higher education institution; and a high-need school district. These partners are statutorily required.

Environmental Education: Environmental education is a learning process that increases people's knowledge and awareness about the physical environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

Environmental education enhances critical thinking, problem-solving, and effective decision-making skills, and teaches individuals to weigh various sides of an environmental issue to make informed and responsible decisions. Environmental education does not advocate a particular viewpoint or course of action.

The components of environmental education are:

1. Awareness and sensitivity to the environment and environmental challenges
2. Knowledge and understanding of the environment and environmental challenges
3. Attitudes of concern for the environment and motivation to improve or maintain environmental quality
4. Skills to identify and help resolve environmental challenges
5. Participation in activities that lead to the resolution of environmental challenges (UNESCO, 1978).⁸

⁸ <http://www.epa.gov/education/eedefined.html> Accessed 23 August, 2010.

The following provide additional information:

- [A Report to Congress on the Status of Environmental Education in the United States](#) [PDF, 2.1 MB, 55 pages] prepared for Congress by the National Environmental Education Advisory Council. 2005.
- [Environmental Education in the United States — Past, Present, and Future](#). Discussion papers from the 1996 National EE Summit, Burlingame, CA. Edited by M. Archie. 1998. ISBN 1-884008-53-4.
- North American Association for Environmental Education (NAAEE) web site: <http://www.naaee.org/>

External Evaluator: An individual or team, selected by the Missouri Department of Higher Education through a competitive process, that uses formative and summative methods of evaluation to analyze the effectiveness of all Cycle-10 MDHE *Improving Teacher Quality Grant* funded projects.

Formative Evaluation: A method of judging the effectiveness of a program while the program activities are happening in order to obtain feedback that can be used to improve the program or activities. Formative evaluation focuses on the processes by which the activities are conducted.

High-Need School District: A school district that either serves no fewer than 10,000 children from families with incomes below the poverty line or has no less than 20 percent of the children served by the district from families with incomes below the poverty line and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Highly Qualified Paraprofessional: The term highly qualified paraprofessional means a paraprofessional who has not less than 2 years of:

- experience in a classroom; and
- postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

Highly Qualified Teacher:

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

- 2) When the term “highly qualified teacher” is used with respect to
 - a) an elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, and
 - holds at least a bachelor’s degree
 - has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, math, and other areas of the basic elementary school curriculum (which may consist of passing a state-required certification or licensing test(s) in these core areas).
 - b) a middle school or secondary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor’s degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a state-required certification or licensing test(s) in each of the academic subjects in which the teacher teaches), or
 - successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor’s degree, and
 - a) has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test, or
 - b) demonstrates competence in all the academic subjects in which the teacher teaches based on a high, objective, uniform state standard of evaluation that:
 - is set by Missouri for both grade-appropriate, academic, subject-matter knowledge and teaching skills;
 - is aligned with challenging state academic content and student academic achievement standards and has been developed in consultation with core content specialists, teachers, principals, and school administrators;
 - provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state;
 - takes into consideration, but is not be based primarily on, the time the teacher has been teaching in the academic subject;
 - is made available to the public upon request; and
 - may involve multiple objective measures of teacher competency.

Major Role: Having key responsibilities such as those of a project director, co-director, or consultant, or it may also be defined in terms of the amount of money received in compensation from the grant.

Model Core Teaching Standards: These standards provide principles for effective teaching and are being updated by the Interstate Teacher Assessment and Support Consortium (InTASC).

More information about these standards is available online here:

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium\(intasc\).ht](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium(intasc).ht)

[ml](#). Please also see those standards recently adopted by the Department of Elementary and Secondary Education (DESE) available online here: <http://www.dese.mo.gov/eq/>.

Scientifically-Based Research: The term “scientifically-based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

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

Summative Evaluation: A method of judging the effectiveness of a program at the end of the program activities. Summative evaluation focuses on the outcomes of program activities.

Targeted math and/or science content areas: The focus of knowledge content and pedagogical strategies for Cycle-10 is math or science or the integration of these two fields, and the competitive preference focus on environmental education and data systems competencies. The knowledge content must be related to national and state standards.

Underrepresented students: Members of historically disadvantaged groups, usually characterized as belonging to a minority or ethnic group or other category of persons who have experienced discrimination and are specifically protected by anti-discrimination statutes. Minority groups include African Americans, Hispanics, American Indian or Alaskan Native, Asians, and Pacific Islanders.

Underserved students: Students having one or more of the following characteristics: disabled, poor, minority-born, homeless, or unemployed; underserved students may include migrant workers, refugees, and persons living in rural/remote areas or other underserved regions of the state. Underserved populations are often difficult to reach, either physically or by the sheer force of circumstances.

ACRONYMS

CBHE	– Coordinating Board for Higher Education
CD	– Compact Disc
CLE	– Course-Level Expectation
DESE	– (Missouri) Department of Elementary and Secondary Education
GLE	– Grade-Level Expectation
IHE	– Institution of Higher Education
ITQG	– Improving Teacher Quality Grant
LEA	– Local Educational Agency
MAP	– Missouri Assessment Program
MDHE	– Missouri Department of Higher Education
NAAEE	– North American Association for Environmental Education ⁹
NCLB	– No Child Left Behind
OMB	– Office of Management and Budget
RFP	– Request for Proposal
SAHE	– State Agency for Higher Education
STEM	– Science, Technology, Engineering, Mathematics
USDE	– United States Department of Education

⁹See <http://www.naaee.org/> for more information.

APPENDIX B: Intent to Apply Form

Form C100 – Intent to Apply Due November 4, 2011 by 4:00 p.m.

Please complete the form below and return to:

Heather MacCleoud, ITQG Coordinator (address provided on RFP Cover)

THIS FORM IS AVAILABLE ONLINE AT www.dhe.mo.gov/teacherquality.shtml.

Project Title (not to exceed 20 words)	
1. Name of Lead Higher Education Institution	
2. Project Director from Lead Higher Education Institution	Name Title
	Address Telephone Number <small style="text-align: center;">Please specify college/department (e.g. Professor, Chemistry)</small>
	E-mail Address
	Signature Date
3. Co-Director(s) (Information for additional co-directors may be entered in the Abstract Form)	Name Title
	Address Telephone Number <small style="text-align: center;">Please specify college/department or school level (elem. or middle) or subject area</small>
	E-mail Address
	Signature Date
4. Grade Level	
5. Content Area	
6. Length	<input type="checkbox"/> One Year 2012-2013 <input type="checkbox"/> Two Years 2012-2014 <input type="checkbox"/> Three Years 2012-2015
7. Planned School District Partners	

Please attach a brief description of the proposed project (no more than 300 words, single-spaced).

APPENDIX C: High-Need Missouri School Districts

Determination of High-Need School Districts

The *No Child Left Behind Act* focuses on high-need school districts. The federal definition of high-need addresses issues of poverty and of teacher quality because these issues have been most closely linked to low student performance. In Missouri, high-need eligibility adopts federal standards for poverty level and district-level data on percent of course taught by highly qualified teachers. Local school districts must meet both criteria to be considered high-need.

Districts with 10,000 students or 20% of students living in poverty and with less than 100% of courses taught by highly qualified teachers are considered high-need for Cycle-10.

The school districts, listed below, and any schools within these districts are eligible for statutory partnership in Cycle-10 of the MDHE *Improving Teacher Quality Grants* Program. Please note that federal data is subject to change. A link to the most current information available will be posted on the website <http://www.dhe.mo.gov/teacherquality.html>.

District ID	School District	County
001090	ADAIR R-I	ADAIR
001092	ADAIR R-II	ADAIR
075087	ALTON R-IV	OREGON
093120	APPLETON CITY R-II	ST. CLAIR
047062	ARCADIA VALLEY R-II	IRON
039135	ASH GROVE R-IV	GREENE
061150	ATLANTA C-3	MACON
055110	AURORA R-VIII	LAWRENCE
034124	AVA R-I	DOUGLAS
077101	BAKERSFIELD R-IV	OZARK
007122	BALLARD R-II	BATES
103128	BELL CITY R-II	STODDARD
047064	BELLEVIEW R-III	IRON
103135	BERNIE R-XIII	STODDARD
094076	BISMARCK R-V	ST. FRANCOIS
027055	BLACKWATER R-II	COOPER
103131	BLOOMFIELD R-XIV	STODDARD

District ID	School District	County
084001	BOLIVAR R-I	POLK
017124	BOSWORTH R-V	CARROLL
106001	BRADLEYVILLE R-I	TANEY
106004	BRANSON R-IV	TANEY
013054	BRECKENRIDGE R-I	CALDWELL
108143	BRONAUGH R-VII	VERNON
058112	BROOKFIELD R-III	LINN
058107	BUCKLIN R-II	LINN
090077	BUNKER R-III	REYNOLDS
007129	BUTLER R-V	BATES
107155	CABOOL R-IV	TEXAS
041001	CAINSVILLE R-I	HARRISON
061157	CALLAO C-8	MACON
015002	CAMDENTON R-III	CAMDEN
035093	CAMPBELL R-II	DUNKLIN
056015	CANTON R-V	LEWIS
016096	CAPE GIRARDEAU 63	CAPE GIRARDEAU

District ID	School District	County
017125	CARROLLTON R-VII	CARROLL
049142	CARTHAGE R-IX	JASPER
078012	CARUTHERSVILLE 18	PEMISCOT
090075	CENTERVILLE R-I	REYNOLDS
094086	CENTRAL R-III	ST. FRANCOIS
022088	CHADWICK R-I	CHRISTIAN
067061	CHARLESTON R-I	MISSISSIPPI
051153	CHILHOWEE R-IV	JOHNSON
023101	CLARK R-I	CLARK
035097	CLARKTON C-4	DUNKLIN
111087	CLEARWATER R-I	WAYNE
015003	CLIMAX SPRINGS R-IV	CAMDEN
025003	CLINTON R-III	CLINTON
008111	COLE CAMP R-I	BENTON
078004	COOTER R-IV	PEMISCOT
075084	COUCH R-I	OREGON
013058	COWGILL R-VI	CALDWELL
104043	CRANE R-III	STONE
028101	CRAWFORD R-I	CRAWFORD
028102	CRAWFORD R-II	CRAWFORD
030093	DALLAS R-I	DALLAS
078009	DELTA C-7	PEMISCOT
016092	DELTA R-V	CAPE GIRARDEAU
033093	DENT-PHELPS R-III	DENT
085048	DIXON R-I	PULASKI
091092	DONIPHAN R-I	RIPLEY
077103	DORA R-III	OZARK
050005	DUNKLIN R-V	JEFFERSON
018047	EAST CARTER R-II	CARTER
073099	EAST NEWTON R-VI	NEWTON
067055	EAST PRAIRIE R-II	MISSISSIPPI

District ID	School District	County
020002	EL DORADO SPRINGS R-II	CEDAR
066102	ELDON R-I	MILLER
084002	FAIR PLAY R-II	POLK
046140	FAIRVIEW R-XI	HOWELL
112101	FORDLAND R-III	WEBSTER
106003	FORSYTH R-III	TANEY
062072	FREDERICKTOWN R-I	MADISON
077102	GAINESVILLE R-V	OZARK
031121	GALLATIN R-V	DAVISS
053112	GASCONADE C-4	LACLEDE
072073	GIDEON 37	NEW MADRID
041004	GILMAN CITY R-IV	HARRISON
046135	GLENWOOD R-VIII	HOWELL
006103	GOLDEN CITY R-III	BARTON
033092	GREEN FOREST R-II	DENT
029004	GREENFIELD R-IV	DADE
111086	GREENVILLE R-II	WAYNE
040100	GRUNDY R-V	GRUNDY
084003	HALFWAY R-III	POLK
013055	HAMILTON R-II	CALDWELL
064075	HANNIBAL 60	MARION
114113	HARTVILLE R-II	WRIGHT
078002	HAYTI R-II	PEMISCOT
042111	HENRY R-I	HENRY
043004	HERMITAGE R-IV	HICKORY
048072	HICKMAN MILLS C-1	JACKSON
043001	HICKORY R-I	HICKORY
088075	HIGBEE R-VIII	RANDOLPH
035094	HOLCOMB R-III	DUNKLIN
106005	HOLLISTER R-V	TANEY
107152	HOUSTON R-I	TEXAS

District ID	School District	County
084004	HUMANSVILLE R-IV	POLK
007125	HUME R-VIII	BATES
104041	HURLEY R-I	STONE
066107	IBERIA R-V	MILLER
048077	INDEPENDENCE 30	JACKSON
047065	IRON C-4	IRON
049137	JASPER R-V	JASPER
074195	JEFFERSON C-123	NODAWAY
096104	JENNINGS	ST. LOUIS
049148	JOPLIN R-VIII	JASPER
046137	JUNCTION HILL C-12	HOWELL
048078	KANSAS CITY 33	JACKSON
035102	KENNETT 39	DUNKLIN
021150	KEYTESVILLE R-III	CHARITON
013062	KINGSTON 42	CALDWELL
110014	KINGSTON K-14	WASHINGTON
052096	KNOX R-I	KNOX
080118	LA MONTE R-IV	PETTIS
061154	LA PLATA R-II	MACON
053111	LACLEDE R-I	LACLEDE
093123	LAKELAND R-III	ST. CLAIR
006104	LAMAR R-I	BARTON
085045	LAQUEY R-V	PULASKI
040104	LAREDO R-VII	GRUNDY
053113	LEBANON R-III	LACLEDE
042118	LEESVILLE R-IX	HENRY
090078	LESTERVILLE R-IV	REYNOLDS
056017	LEWIS C-1	LEWIS
054045	LEXINGTON R-V	LAFAYETTE
107154	LICKING R-VIII	TEXAS
008106	LINCOLN R-II	BENTON

District ID	School District	County
058106	LINN R-I	LINN
059114	LIVINGSTON R-III	LIVINGSTON
029001	LOCKWOOD R-I	DADE
082108	LOUISIANA R-II	PIKE
077104	LUTIE R-VI	OZARK
069108	MADISON C-3	MONROE
035092	MALDEN R-I	DUNKLIN
097119	MALTA BEND R-V	SALINE
114116	MANES R-V	WRIGHT
114115	MANSFIELD R-IV	WRIGHT
084005	MARION C. EARLY R-V	POLK
106008	MARK TWAIN R-VIII	TANEY
062070	MARQUAND-ZION R-VI	MADISON
097129	MARSHALL	SALINE
060077	MCDONALD R-I	MCDONALD
004110	MEXICO 59	AUDRAIN
097116	MIAMI R-I	SALINE
007121	MIAMI R-I	BATES
069104	MIDDLE GROVE C-1	MONROE
105124	MILAN C-2	SULLIVAN
066103	MILLER R-III	MILLER
088081	MOBERLY	RANDOLPH
005128	MONETT R-I	BARRY
068072	MONITEAU R-V	MONITEAU
071091	MORGAN R-I	MORGAN
071092	MORGAN R-II	MORGAN
114114	MOUNTAIN GROVE R-III	WRIGHT
046130	MOUNTAIN VIEW-BIRCH TREE R-III	HOWELL
055108	MT. VERNON R-V	LAWRENCE
091091	NAYLOR R-II	RIPLEY
012108	NEELYVILLE R-IV	BUTLER

District ID	School District	County
073108	NEOSHO R-V	NEWTON
108142	NEVADA R-V	VERNON
072074	NEW MADRID R-I	NEW MADRID
081095	NEWBURG R-II	PHELPS
074187	NODAWAY-HOLT R-VII	NODAWAY
017126	NORBORNE R-VIII	CARROLL
096109	NORMANDY	ST. LOUIS
031118	NORTH DAVIESS R-III	DAVIESS
041003	NORTH HARRISON R-III	HARRISON
065096	NORTH MERCER R-III	MERCER
078001	NORTH PEMISCOT R-I	PEMISCOT
033094	NORTH WOOD R-IV	DENT
108147	NORTHEAST VERNON R-I	VERNON
021148	NORTHWESTERN R-I	CHARITON
114112	NORWOOD R-I	WRIGHT
093124	OSCEOLA	ST. CLAIR
078003	PEMISCOT R-III	PEMISCOT
080116	PETTIS R-V	PETTIS
055105	PIERCE CITY R-VI	LAWRENCE
034122	PLAINVIEW R-VIII	DOUGLAS
107156	PLATO R-V	TEXAS
012109	POPLAR BLUFF R-I	BUTLER
072068	PORTAGEVILLE	NEW MADRID
110029	POTOSI R-III	WASHINGTON
005124	PURDY R-II	BARRY
086100	PUTNAM R-I	PUTNAM
103130	PUXICO R-VIII	STODDARD
107158	RAYMONDVILLE R-VII	TEXAS
104044	REEDS SPRING R-IV	STONE
023096	REVERE C-3	CLARK
007124	RICH HILL R-IV	BATES

District ID	School District	County
110030	RICHWOODS R-VII	WASHINGTON
041005	RIDGEWAY R-V	HARRISON
091095	RIPLEY R-III	RIPLEY
091093	RIPLEY R-IV	RIPLEY
072066	RISCO R-II	NEW MADRID
096110	RITENOUR	ST. LOUIS
096111	RIVERVIEW GARDENS	ST. LOUIS
081096	ROLLA 31	PHELPS
033090	SALEM R-80	DENT
049140	SARCOXIE R-II	JASPER
098080	SCHUYLER R-I	SCHUYLER
099082	SCOTLAND R-I	SCOTLAND
100062	SCOTT CENTRAL	SCOTT
100059	SCOTT CITY R-I	SCOTT
100061	SCOTT R-IV	SCOTT
080125	SEDALIA 200	PETTIS
035098	SENATH-HORNERSVILLE C-8	DUNKLIN
112103	SEYMOUR R-II	WEBSTER
102085	SHELBY R-IV	SHELBY
108144	SHELDON R-VIII	VERNON
100063	SIKESTON R-6	SCOTT
034121	SKYLINE R-II	DOUGLAS
097130	SLATER	SALINE
041002	SOUTH HARRISON R-II	HARRISON
047060	SOUTH IRON R-I	IRON
078005	SOUTH PEMISCOT R-V	PEMISCOT
090076	SOUTHERN REYNOLDS R-II	REYNOLDS
035099	SOUTHLAND C-9	DUNKLIN
005121	SOUTHWEST R-V	BARRY
011082	ST. JOSEPH	BUCHANAN

District ID	School District	County
115115	ST. LOUIS CITY	ST. LOUIS CITY
028103	STEELVILLE R-III	CRAWFORD
020001	STOCKTON R-I	CEDAR
010090	STURGEON R-V	BOONE
107151	SUCCESS R-VI	TEXAS
036137	SULLIVAN	FRANKLIN
107153	SUMMERSVILLE R-II	TEXAS
085043	SWEDEBORG R-III	PULASKI
075085	THAYER R-II	OREGON
040107	TRENTON R-IX	GRUNDY
031122	TRI-R-VII	DAVISS
012110	TWIN RIVERS R-X	BUTLER
096112	UNIVERSITY CITY	ST. LOUIS
110031	VALLEY R-VI	WASHINGTON
018050	VAN BUREN R-I	CARTER
004109	VAN-FAR R-I	AUDRAIN
055111	VERONA R-VII	LAWRENCE
008107	WARSAW R-IX	BENTON
043003	WEAUBLEAU R-III	HICKORY
049144	WEBB CITY R-VII	JASPER
070092	WELLSVILLE MIDDLETOWN R-I	MONTGOMERY
074190	WEST NODAWAY R-I	NODAWAY
046134	WEST PLAINS R-VII	HOWELL
094087	WEST ST. FRANCOIS R-IV	ST. FRANCOIS
088080	WESTRAN R-I	RANDOLPH
043002	WHEATLAND R-II	HICKORY
005120	WHEATON R-III	BARRY
046131	WILLOW SPRINGS R-IV	HOWELL
009080	WOODLAND R-IV	BOLLINGER
113001	WORTH R-III	WORTH
009079	ZALMA R-V	BOLLINGER

HIGH NEED CHARTER SCHOOLS		
District ID	School District	County
048914	ACADEMIE LAFAYETTE	JACKSON
048908	ACADEMY OF KANSAS CITY	JACKSON
048902	ALTA VISTA CHARTER SCH.	JACKSON
048911	B. BANNEKER ACADEMY	JACKSON
048916	BROOKSIDE CHARTER SCH.	JACKSON
115906	CONFLUENCE ACADEMIES	ST. LOUIS CITY
115901	CONSTRUCTION CAREERS CENTER	ST. LOUIS CITY
048912	DELLA LAMB ELEM.	JACKSON
048917	DERRICK THOMAS ACADEMY	JACKSON
048903	DON BOSCO EDUCATION CTR.	JACKSON
115904	ETHEL HEDGEMAN LYLE ACADEMY	ST. LOUIS CITY
048905	GENESIS SCHOOL INC.	JACKSON
048913	GORDON PARKS ELEM.	JACKSON
048904	HOGAN PREPARATORY ACADEMY	JACKSON
115907	IMAGINE ACAD. ACADEMIC SUCCESS	ST. LOUIS CITY
115909	IMAGINE ACADEMY ES AND MATH	ST. LOUIS CITY
115908	IMAGINE ACADEMY OF CAREERS	ST. LOUIS CITY
048919	IMAGINE REN ACAD ENV SCI & MA	JACKSON
048918	KIPP: ENDEAVOR ACADEMY	JACKSON
048910	LEE A. TOLBERT COM. ACADEMY	JACKSON
115902	LIFT FOR LIFE ACADEMY	ST. LOUIS CITY

HIGH NEED CHARTER SCHOOLS		
District ID	School District	County
115905	PAIDEIA ACADEMY	ST. LOUIS CITY
048915	SCUOLA VITA NUOVA	JACKSON
115903	ST. LOUIS CHARTER SCHOOL	ST. LOUIS CITY
048901	UNIVERSITY ACADEMY	JACKSON
048907	URBAN COM. LEADERSHIP ACADEMY	JACKSON

APPENDIX D: Proposal Forms and Instructions

PROPOSAL FORMS

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Form C105 – Joint Effort Document

Form C106 – Letter of Commitment: K-12 Partner(s)

Form C107 – Letter of Commitment: Higher Education Partner(s)

Form C108 – Certificate of Assurances

Form C109 – Previous Project Outcomes must be submitted only if:

- a. One or more of the individuals having a *major role* in the proposed project previously received funds under the CBHE Eisenhower Grants program or Cycles 1-9 of the MDHE *Improving Teacher Quality Grant* program; **AND/OR**
- b. The proposed project is a continuation of a project that previously received funds under the CBHE Eisenhower Grants program or Cycles 1-9 of the MDHE *Improving Teacher Quality Grant* program

Forms C101, C102, and C103 are available online at
<http://www.dhe.mo.gov/ppc/grants/teacherquality.php>

Form C102 - Project Abstract

Project Title:

Lead Institution:

Partnerships: (Please expand or condense appropriate rows as needed)

	Institution/District/Organization	Location/Contact Person		
Education Division				
Arts & Sciences Division				
	District Name	District ID	County	Contact Person
High-Need School District(s) See Appendix C for more information	1. 2. 3.			
Other School District(s) Please see www.dese.mo.gov/schooldata/school_data.html for district ID numbers.	1. 2. 3.			
	Institution/District/Organization	Location/Contact Person		
Additional Partner(s)	1. 2. 3.			

Project Information:

Length of Project: <input type="checkbox"/> One Year 2012-2013 <input type="checkbox"/> Two Years 2012-2014 <input type="checkbox"/> Three Years 2012-2015	
Grade-level focus (Note: one or more from grades K to 12):	
Project area(s) of focus	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Integrated Math and 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	
Total number of contact hours per project year	
Number of credit hours to be provided:	
	Undergraduate
	Graduate
Continuing Education Units (CEU)	

Form C102 – Project Abstract (Con't)

Project Summary (300 words, single-spaced):

Timeline for Project (Table format only):

BUDGET INSTRUCTIONS

This section contains instructions for completing the **Budget Summary Form** for aggregated expenses. A written **Budget Justification** is also required. In all cases, expenses must be directly related to the professional development experience for the participants.

Federal 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 other single partner), may **benefit more than 50% of the award**.

1. Personnel Costs

Personnel should be listed individually to include director(s), additional instructor(s) and/or peer teacher(s), if any, and support staff. After each name, indicate (in parentheses) the role of that person in the project. Salaries cannot be drawn at a rate higher than that which the individual would normally receive in his/her regular duties. Graduate students employed as project personnel should be paid a fair wage in the same manner as other grant personnel. Graduate educational fees for employees cannot be charged to the grant.

Fringe benefits can be paid only to those individuals who are employees of, and who would normally receive benefits from, the partnership institutions/school districts. **Please specify the benefit rate in percent form.**

2. Additional Personnel Costs

This section is for additional personnel with different benefit rates from those in (1) above. Explain the roles of additional personnel and justify inclusion of such personnel in the project.

Total personnel costs (section 1 and 2 on the Budget Summary Form, including fringe benefits) must not exceed 35% of the total requested funding.

3. Participant Costs

All items must be listed individually with per-item cost information and estimated quantities detailed in the Budget Justification. Books and materials and/or equipment are limited to those that will actually be needed during the project's duration. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from other public agencies and private enterprises whenever possible.

If course credits are offered to participants, the higher education institution partner that is able to grant the credits is expected to waive the fees.

Participant stipends may be written into the budget proposal as a line item under this section. Participants' stipends should not exceed \$15 per hour of organized activity and **presupposes individuals' active participation during any period in which the stipends are earned.**

- Pre-service teacher and paraprofessional participants may be paid in-kind through course credits or other avenues.
- Participants may not receive stipends for attending workshops for which substitute teacher pay has been provided or for a day the school or district normally pays them.
- Stipends for private school participants must be paid directly to the teachers and not to the private school.
- See page 23 for more information on participant stipends and substitute reimbursement.

If the grant is to pay participant travel to the workshop, reimbursement is allowed at the sponsoring institution's rate per mile, up to \$0.37. Room and board may constitute a reasonable expense.

4. Additional Costs

This section is for costs other than salaries and participant expenses. Expenses may be lumped into logical categories but all items must be itemized and explained in the Budget Justification.

Consultant fees (*EDGAR* 75.515, 75.516, and 75.519) may not exceed \$300 per day in addition to any reimbursement for travel, food, and lodging. List the number of days and costs per day. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel. Properly documented contractual agreements for expenditures to consultants or outside agencies for fees, travel, and routine supplies must be filed per institutional policy. Documentation for consultant services performed should be filed showing:

1. Consultant's name, dates, hours, amount charged to grant.
2. Names of grant recipient staff to whom services were provided.
3. Results or subject matter of the consultation.

5. TOTAL DIRECT Costs

This is the total of Items 1 through 4.

6. MODIFIED TOTAL DIRECT Costs

The modified total direct cost base is defined as total direct costs **less stipends and tuition and related fees**.

7. FACILITIES AND ADMINISTRATIVE Costs

Institutions may recover facilities & administrative costs up to a maximum of eight percent (8%) of modified total direct cost base. (*EDGAR* 75.562) Facilities and administrative costs may only be applied to the lead institution/fiscal agent and is included in calculations for the 50% rule.

8. TOTAL Costs

This is the sum of TOTAL DIRECT Costs and FACILITIES AND ADMINISTRATIVE Costs.

9. Percent of Grant Funds per Partner

No single partner may benefit more than 50% of the total award amount.

Matching Funds: The partnership must contribute at least **20% of the total budget** request in matching funds and/or in-kind contributions as a sign of commitment to the project's success. Matching fund commitments may be in the form of stipends, course credits, substitute teacher pay, travel reimbursement, classroom or teacher materials, cash, equipment, personnel time, and/or other expenses. An indirect rate maximum of 8% can be used on matching funds to meet the requirement. No other rate can be used (*EDGAR 75.562(c)(3)*). Tuition and fees paid by participants **may not** be used as matching funds (*EDGAR 76.534*).

Form C103 Budget Summary – Cycle-10 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 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.*

THIS FORM IS ALSO AVAILABLE ONLINE AT www.dhe.mo.gov/teacherquality.shtml.

Lead Institution:						
Project Director:						
Federal ID Number:						
Project Title:	Partner 1 Education	Partner 2 Arts & Sciences	Partner 3 High-Need LEA(s) (Combined)	Partner 4 Other Partners (Combined)	Total Grant Request	Matching Funds
1. Personnel Costs (Director(s), instructors, peer teachers, support staff)						
A.						
B.						
C.						
D.						
Fringe benefits (approved institutional rate ___%)						
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 in budget justification narrative)						
A.						
B.						
C.						
TOTAL ADDITIONAL 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 AND ADMINISTRATIVE COSTS (Maximum rate of 8% of MTDC)						
8. TOTAL COSTS						
9. Percent of Grant Funds:¹⁰					N/A	
Project Director(s) Name and Title:						
Authorized Institutional Officer Name and Title:						

¹⁰ If grant funds percentage exceeds 50% for a partner group, please submit a breakdown of funds by each individual partner.

BUDGET JUSTIFICATION

The Budget Justification is a written narrative that is submitted with the Budget Summary Form as an appendix to the project proposal. 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.

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.

Form C105 - Joint Effort Document

The proposal must reflect a joint effort among at least three partners: a high-need school district, a department or college of education, and a department of arts & sciences. This federal requirement is intended to ensure that *Improving Teacher Quality Grant* activities integrate needed teaching skills with substantive content knowledge. (Note: It is generally assumed that a department/college of education is the primary teacher preparation division/unit of a higher education institution. If an institution has a different organizational structure regarding teacher preparation, please provide a brief description for clarity.)

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities such as:

- Each unit/partner participating in the planning and implementation of the project.
- Each unit/partner playing a role in the evaluation of the project.
- Instructional staff members are drawn from each unit/partner.

Statement of Joint Effort:

The lead higher education institution hereby provides assurances that this proposal reflects a joint effort between the three statutory partners. **If more partners are involved, please provide signatures, titles, and names of representatives of the partners on a separate sheet using the format below.**

Representative of the High-Need School District:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Representative of the Higher Education Department/College of Education:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Representative of the Higher Education Arts and Sciences Department:

Signature and Date: _____

Printed Name and Title: _____

Department: _____

Form C106 - Letter of Commitment

K-12 Partner

Submit one copy of this form for **every** participating K-12 school partner. If two or more schools are in a single school district, only one form needs to be completed by a district administrator on behalf of all participating schools.

As a partner in a project funded by the Cycle-10 MDHE *Improving Teacher Quality Grant*, I hereby commit my school district or school(s) within the district to provide access to classroom-level teacher and student demographic and achievement data as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of MDHE *Improving Teacher Quality Grant* funds.

Examples of data that may be required for evaluation purposes include (but are not limited to):

- pre- and post-test scores in teachers' and possibly students' content knowledge;
- teacher interviews;
- student interviews;
- classroom-level MAP test results;
- aggregated building-wide and/or district-wide MAP test results;
- results of standardized tests administered by the district;
- classroom-level math and/or science assessments administered in the grade levels participating in the project.

The Project Director and External Evaluation Team guarantee the confidentiality of student, teacher, and school information in reporting. Analyses of all data collected will be made available to the K-12 partners so that they can be used to improve school or school district achievement in math and/or science.

Signature and Date: _____

Printed Name and Title: _____

School District: _____

School: _____

Form C107 - Letter of Commitment

Higher Education Partner

Submit one copy of this form for **every** higher education partner. This form must be completed by either

- the dean of a school/college of education and a dean of the school/college of arts and science, OR
- an appropriate administrator of the higher education institution on behalf of participating department faculty or institutional representatives.

As a partner in a project funded by the Cycle-10 MDHE *Improving Teacher Quality Grant*, I hereby commit my school/college to provide data and information about curriculum design and such processes as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of MDHE *Improving Teacher Quality Grant* funds.

Examples of data/information that will be required for evaluation purposes include (but are not limited to):

- teacher education curriculum design,
- relationship between the teacher preparation unit (i.e. school/college of education) and content-specific units (arts and sciences department),
- extent of involvement of the teacher preparation unit in professional development of K-12 educators, and
- pre-service teacher/paraprofessional academic records, or course-specific information, if applicable.

The Project Director and External Evaluation Team guarantee the confidentiality of this information in reporting. Analyses of all data collected will be made available to the institution so that they can be used to improve curriculum design processes within the partner institutions.

Signature and Date: _____

Printed Name and Title: _____

Institution: _____

Form C108 - Certificate of Assurances

To be completed and signed by the chief executive officer of the lead institution

I hereby provide assurances to the Missouri Department of Higher Education (MDHE) that if this institution receives funding under the terms of the MDHE *Improving Teacher Quality Grant*, it will:

- Conduct the professional development program or teacher education activities as described in the *Request for Proposals* and the project proposal;
- Provide institutional or organizational funding and resources as stated in the *Request for Proposals*;
- Comply with the state requirement to audit the grant-funded project in accordance with OMB Circulars A-21, A-122, A-133, as appropriate, and, within 60 days of the completion of the audit, to supply the MDHE with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended;
- Keep all records necessary for fiscal and program auditing and give the MDHE, CBHE, USDE, and/or the state auditor through any authorized representative, access to, and the right to examine, all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years after the end date of the grant;
- Comply with all regulations and requirements of the MDHE *Improving Teacher Quality Grant*;
- Comply with the administrative procedures of the MDHE, CBHE, and USDE;
- Use funds from the MDHE *Improving Teacher Quality Grant* only to supplement and not to supplant funds from non-federal sources;
- Take advantage of opportunities to provide greater access to math and/or science disciplines by historically underrepresented and underserved groups;
- Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(d)), prohibiting employment discrimination where discriminatory practices will result in unequal treatment to persons who are or should be benefiting from the grant-aided activity; and
- Ensure equitable participation of faculty and students from private schools to the extent feasible.

Signature and Date: _____

Printed Name and Title: _____

Institution: _____

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:

APPENDIX E: Cycle-10 Timeline

Cycle-10 Timeline

August, 2011	Request for Proposals (RFP) released.
September 28, 2011	Technical Assistance Workshop, Jefferson City
November 4, 2011	Letter of Intent due by 4:00 p.m.
November 15, 2011	Last Day for Submission of Proposals for Early Review.
December 9, 2011	Proposals due by 4:00 p.m.
December 15, 2011	Review Panel Orientation, MDHE Offices, Jefferson City
January 2012	Review Session
February 2012	Award Notification
February 2012	Projects begin after award notification.
February 2012	Project directors meet with the External Evaluation Team, to discuss the evaluation process.
April 15, 2012	External evaluation invoices are authorized to be submitted
May 31, 2012	Preliminary Participant Data Form due.
Summer 2012	Summer workshops are held. Site visits from grant coordinator and external evaluation team liaison.
October 15, 2012	Cycle-10 Progress Report due.
October 15, 2012	External evaluation invoices are authorized to be submitted
October 15, 2012	Participant Data Form due.
October 31, 2012	Reimbursement Request due for expenses incurred through September 30, 2013.
April 1, 2013	Final Report Guidelines sent to project directors.
April 30, 2013	Reimbursement Request due for expenses incurred from October 1, 2012 through March 31, 2013.
June 30, 2013	Completion of all project activities requiring funds.
July 31, 2013	Cycle-10 final report due by 4:00 p.m.
July 31, 2013	Final Participant Data Form due.
August 15, 2013	Final reimbursement request due from expenses incurred from April 1, 2013 through June 30, 2013.
October 15, 2013	External evaluation invoices are authorized to be submitted
December 2013	Cycle-10 Summit