



IMPROVING TEACHER QUALITY GRANT REQUEST FOR PROPOSALS (RFP) Cycle-13 Grant Competition

INTENT to APPLY DEADLINE:

**Intent to Apply forms must ARRIVE at the MDHE by
5 p.m. on Friday, October 24, 2014.**

PROPOSAL SUBMISSION DEADLINE:

**All proposals must ARRIVE at the MDHE by
5 p.m. on Wednesday, December 31, 2014.**

**Intent to Apply, Technical Workshop, and Proposal
forms are attached**

**Submit Intent to Apply, RSVP for Tech Workshop and Proposal to:
he.academicaffairs@dhe.mo.gov**

Contact:

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

COVER LETTER

Dear Colleagues:

The economic future of Missouri and the quality of life of its citizens are inherently linked to a strong P-20 partnership that results in better and more widespread preparation for post-secondary options, successful participation in college, and performance excellence in all educational institutions. Effective professional development that is designed collaboratively is an important strategy for achieving these essential state goals. For almost a decade, the Missouri Department of Higher Education (MDHE) has provided professional development opportunities for teachers across the state through the Improving Teacher Quality Grant (ITQG) program. To date, over 90 projects have been offered in over 200 districts across Missouri. More than 2,000 teachers have participated in at least one of these projects, and these teachers have directly impacted almost 140,000 students. The ITQG program is fulfilling a need for subject-specific and on-going professional development in the state, and has the potential to have a sustained impact on Science, Mathematics, and Literacy education in Missouri.

The MDHE is pleased to issue a Request for Proposals (RFP) for Cycle-13 of the *Improving Teacher Quality Grant* (ITQG) program. This RFP invites K-12/higher education partnerships dedicated to professional development for K-12 teachers in **core academic subjects** and is funded by the U.S. Department of Education (USDE) under Title II, Part A of the *No Child Left Behind Act of 2001*. Cycle-13 proposals will target grades kindergarten to twelve (K-12) and the core academic subjects of Math, Science, and Literacy. A competitive focus will be on collaborations between multiple institutions and organizations that have the capacity to reach multiple regions of Missouri.

There will be approximately 650,000.00 available to fund new **eligible partnerships** that have the greatest potential to produce positive results as they address Cycle 13 absolute and competitive priorities focusing on student achievement in math and science through:

- A focus on state-wide collaborative efforts to reach all regions throughout Missouri
- The use of technology to improve teacher practices
- A focus on content that integrates Science, Math, and Literacy
- Best practices/ strategies in Math and/or Science integrated with literacy
- Administrator training in the evaluation of mathematics and science teachers and how administrators can provide support in Math, Science, and Language Arts teachers professional growth in content knowledge and pedagogy

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

Sincerely,

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

Introduction

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 teachers and administrator professional development projects designed to benefit students and members of partnerships, with a focus on **high-need school districts** and higher education institutions. For Cycle-12, approximately 650,000 will be available for new projects. Typically, grant amounts range from 70,000 - 300,000 per project, depending on the number of project participants and the extent and quality of the professional development provided by each project

The MDHE will use Missouri's Cycle-13 *Improving Teacher Quality Grant* funds to improve math, science, and literacy achievement in high-need school districts, targeting all grade levels kindergarten to twelve (K-12). Individual proposals may focus on one grade level or multiple grade levels within this grade span. Professional Development (PD) projects may choose between two categories : multi-collaborative integration of math, science, and literacy (Category A) or Other Math or Science integrated with Literacy (Category B). Projects must demonstrate best

Cycle 13 Improving Teacher Quality Grant Program Absolute Priorities/Objectives

1. Improve student achievement in targeted mathematics and science content areas integrated with literacy (especially in High Needs School Districts).
2. Increase teachers knowledge and understanding of key concepts in targeted math and science content areas integrated with literacy
3. Improve teachers pedagogical knowledge and practices that utilize scientifically-based research findings and best practices in inquiry-based instruction.
4. Improve teachers knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction.
5. Improve the preparation of pre-service teacher through improvements in mathematics and science content and pedagogy courses.

practices/strategies in math and/or science and must be aligned with National and State Learning Standards; and Administrator training in the evaluation of mathematics and science teachers and how administrators can provide support in math and science teachers professional growth in content knowledge and pedagogy. Therefore, projects must be designed to increase the subject matter and pedagogical knowledge of teachers and help them implement National and State level standards for Math, Science and literacy.

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

- Availability of funding.
- Demonstration of acceptable project performance in relationship to the completion of proposed activities.
- Extent of progress toward achieving state and project objectives (i.e., absolute priorities plus other project priorities), and compliance with grant administration regulations.

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

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

The specific Project Continuation Proposal format to be used will be included with the Final Report Guidelines. This communication will include any requisite changes that need to be incorporated in the project plan because of changes in the ITQG program or grant administration requirements since the last cycle. The Continuation Proposal will be due at DHE offices by 5:00pm on the same day as Final Reports. Based on this proposal and other requisite funding criteria, projects will be informed of their funding status prior to the start of the next cycle's activities. **Absence of the Continuation Proposal will result in automatic cessation of funding.**

The Cycle 13 application process requires that the Intent to Apply form be submitted by each project director who plans to submit a complete proposal and for those intending to submit a Project Continuation Proposal. The form must be submitted no later than October 24, 2014 by 5 p.m.

IMPORTANT TO READ

The proposal form is fillable and must be submitted electronically. There will be several iterations of the review process. During the first iteration, proposals will be scanned for completeness. Incomplete proposals will be disqualified. During the second iteration, MDHE and the review committee will rank the proposals and only the top five will be considered for the final review. Project directors will be notified February 2015 if they have received an award. A mandatory face-to-face or telephone presence review for the finalists will be expected of all project directors or a knowledgeable representative from the project.

All sections of the form must be filled in. Any blanks will disqualify a proposal immediately. If a question or item is not applicable to your project an appropriate explanation is necessary. Fill-in all requested items. It is possible to print out the form to be able to gather all necessary information and have it ready to fill-in on the electronic form. Proposals turned in before November 15, 2014 will be reviewed for completeness and returned to sender for correction and resubmission. After November 15, 2014 every attempt will be made to contact proposal senders if the proposal is incomplete and to provide the sender an opportunity to resubmit.

Most necessary forms are included in the body of the RFP, however we have attached all needed forms in case you need an extra form. Only use the attached forms if necessary.

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

he.academicaffairs.dhe.mo.gov

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

Elizabeth.valentine@dhe.mo.gov

573-751-1764

Form C100 – Intent to Apply
Due no later than 5 p.m. on Friday, October 24, 2014

Please complete the form below and return to:

Dr. Elizabeth ‘Liz’ Valentine, ITQG Coordinator at: he.academicaffairs@dhe.mo.gov

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 Phone
	E-mail Address
	Signature Date
3. Co-Director	Name Title
	Address Phone
	E-mail Address
	Signature Date
3a. Co-Director	Name Title
	Address & Email Phone
3b. Co-Director	Name Title
	Address & Email Phone
3c. Co-Director	Name Title
	Address & Email Phone

3d. Co-Director	<div> <div>Name</div> <div>Title</div> </div> <div> <div>Address & Email</div> <div>Phone</div> </div>
3e. Co-Director	<div> <div>Name</div> <div>Title</div> </div> <div> <div>Address & Email</div> <div>Phone</div> </div>
4. Grade Level	
5. Content Area	
6. Length	<div>1 Year</div> <div>2 Years</div> <div>3 Years</div>
<div>7. Planned School District Partners</div> <div>8. Private School Partners</div> <div>9. Other Districts</div>	<div>High Needs</div> <div>a.</div> <div>b.</div> <div>c.</div> <div>d.</div> <div>e.</div> <div>f.</div> <div>g.</div> <div>Private</div> <div>a.</div> <div>b.</div> <div>c.</div> <div>d.</div> <div>Other</div> <div>a.</div> <div>b.</div> <div>c.</div> <div>d.</div>

Please include a brief description of the proposed project (no more than 300 words).

If you have more co-directors to record do that here.

If you have more districts or schools to include do so here.

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-13 RFP. All interested applicants are encouraged to attend the face-to-face workshop to be held Friday, October 24, 2014 in Room 470 at the Governor Office Building in Jefferson City, MO from 10 a.m. 3:30 p.m. Participants will have an opportunity to network and to work on their proposals in the afternoon session. A recorded webinar is planned, however the face-to-face meeting is highly encouraged.

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

Proposal Format and Requirements

The proposal form is fillable. Please be sure to address every section and provide information in every section. If there are multiple forms and you do not need to use all of them, please write N/A. If any sections are left blank, the proposal will be returned to the sender to complete and resubmit. We will make every effort to scan all proposals for completeness and provide the opportunity for resubmission, but cannot guarantee that we will have the time to scan proposals submitted after November 15th, 2014. We will do so, but on a *first come first serve basis and as time permits* up till December 31, 2014.

If you encounter any difficulty with any part of the proposal form please notify Dr. Elizabeth (Liz) Valentine immediately at:

elizabeth.valentine@dhe.mo.gov or 573-751-1764

Form C101 - Proposal Cover Page

Project Title (not to exceed 20 words)	
1. Name of Lead Higher Education Institution (please include DUNS Number)	
2. Project Director from Lead Higher Education Institution	Name: Title: Please specify college/department (e.g. Professor, Chemistry)
2a. Project Director Contact Information	Address
	Telephone Number:
	E-mail Address:
	Signature Date:
3. Co-Director(s) (Information for additional co-directors may be entered in the Abstract Form)	Name:
	Title:
	Please specify college/department or school level (elem. or middle) or subject area
	Address
	Telephone Number:
	E-mail Address:
	Signature
	Date:
4. Have any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE <i>Improving Teacher Quality Grant</i> program Yes: No: Is the proposed project a continuation of a project that previously received funds under the CBHE Eisenhower grants program or the MDHE <i>Improving Teacher Quality Grant</i> program Yes: No: If the answer to either or both of these questions is yes , complete Form C109 (below).	

<p>5. Address and telephone number where project director may be contacted between September 3, 2014 and February 15, 2015</p> <p>Address:</p> <p>Phone Number:</p>	<p>6. To be completed by an Authorized Officer from the lead institution: (Institutional contact name, title, address, phone, e-mail)</p> <p>Name:</p> <p>Title:</p> <p>Address:</p> <p>Phone:</p> <p>Signature:</p>
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Form C109 Previous Project Outcomes

This form must be completed only if any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the MDHE Improving Teacher Quality Grants program, or if the proposed project is a continuation of a project that previously received funds under either of these two grant programs. Limit the summary to 300 words per project. Submit one copy of the form for each individual and/or project to which it applies. Please submit information on only last 2 previous relevant projects. If you did not have any past projects associated with any individuals with a major role in this project, please fill in NA in the red outlined blank spaces.

Past Project Title:

Past Project Director(s):

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

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

Past Project Title:

Past Project Director(s):

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

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

Past Project Title:

Past Project Director(s):

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

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

Past Project Title:

Past Project Director(s):

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

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

Past Project Title:

Past Project Director(s):

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

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

Proposal Request

Project Name:

Total Project Budget:

Requested Amount:

Percent of Total Budget:

Type of Request (New or Continuing Multi-year:

Check box to right to indicate desired duration of the project:

1Yr
2Yr
3Yr

Table 1. Cycle 12 Periods for Projects Activities

	One-Year Award	Two-Year Award	Three-Year Award
Total Period for Project Activities	March, 2015 – June 30, 2016	March, 2015 – June 30, 2017	March, 2015 – June 30, 2018

**Missouri Department of Higher Education
Form C102 Project Abstract**

Project Title:

Lead Institution:

Project Director:

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

Project Information

Length of Project	One Year 2015-2016	Two Years 2015-2017	Three years 2015-2018
Anticipated Start Date of Actual Project Activities:		Select Category:	Category A Multi-Collaborative Category B Other
Anticipated location of project activities. See map on next page and indicate below which Geographic area(s) will be served:		Anticipated number of participants	Anticipated number of participants from high-need districts
Grade-level focus (Note: one or more from grades K to 12):			
Choose area of focus:			
Multiple Institutions of Higher Education Collaboration:		Administrator Training in assessment and/or inquiry practices:	
Use of technology to improve teacher practices		Total over project time span	
Anticipated number of students directly impacted per year (e.g. enrolled in classrooms, tutored, involved in student organizations, and/or other activities)		Provide an explanation of how the number of impacted students was calculated:	
Number of credit hours to be provided: Undergraduate: Graduate: Continuing Education Units (CEU):			
(If None, Writ NA)			

Mandatory Partners

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

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

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

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

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

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

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

1. Additional elementary, middle, and/or high school(s)
2. Additional school(s) of arts and sciences and/or the division(s) preparing teachers and principals within a higher education institutions
3. Public charter school(s)
4. Two-year college(s)
5. Private elementary, middle, or high school(s)
6. Educational service agency(ies)
7. Nonprofit educational organization(s)
8. Nonprofit cultural organization(s)
9. Teacher organization(s)
10. Principal organization(s)
11. Business(es)
12. Additional school district(s) (LEA)

Partnerships

	Institution/District/Organization			Location/Contact Person
Education Division				
Arts & Sciences Division				

	District Name	District ID	County	Contact Person
High-Need School District(s) Please See http://mcds.dese.mo.gov/quickfacts/Missouri%20School%20Directory/2014/School%20Directory%20(if necessary copy and paste) for district and County ID numbers.	1: 2: 3: 4: 5: 6: 7: 8: 9: 10:	1: 2: 3: 4: 5: 6: 7: 8: 9: 10:	1: 2: 3: 4: 5: 6: 7: 8: 9: 10:	1: 2: 3: 4: 5: 6: 7: 8: 9: 10:
Other School Districts Including Private Schools (Precede private schools with (PS))	1: 2: 3:	1: 2: 3:	1: 2: 3:	1: 2: 3:

	4: 5:	4: 5:	4: 5:	4: 5:
	Institution/District/Organization		Location/Contact Person	
Additional Partner(s) If there are not enough spaces, include more than one partner per line.	1: 2: 3: 4: 5:		1: 2: 3: 4: 5:	

Project Structure

Accomplishments/Outputs:

In column one list the overall accomplishments expected at the end of the project. List in Y1,2 and 3 the specific parts of an accomplishment that will be completed. If the listed accomplishment will be completed in Y1, fill in only the Y1 column and fill in NA in the Y2 and Y3 column. If an accomplishment is dependent on another accomplishment and won't be completed till Y3, fill in NA in Y1 and Y2 and list that accomplishment in Y3.

Accomplishments/Outputs	Y1	Y2	Y3
1:	1:	1:	1:
2:	2:	2:	2:
3:	3:	3:	3:
4:	4:	4:	4:
5:	5:	5:	5:

Project Timeline

Provide a timeline for all proposed activities and expected progress toward objectives (i.e. state absolute priorities and any other project objectives) Use the tables provided. On the timeline below the **first 3 rows must be completed**. Please use the rest of the rows to enter other activities, milestones, and expected progress. List activities in the far left column and **ONLY** use XXs to indicate that this activity will occur in a specific month.

Proposed Activities	2015										2016					
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	NNov	Dec	Jan	Feb	Mar	Apr	May	Jun
Project Staff Meetings																
Summer Workshops																
Continuing PD Activities(fill in below)																
1:																
2:																
3:																
4:																
5:																
6:																
7:																
:																

* PD: Professional Development

Teacher Professional Development Logic Model

(See <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>) for help filling in the logic model template)

Inputs Components Needed to Achieve Outcomes	Outputs Professional Development Activities	Intended Outcomes	
		<p>(Obj. 2.): Teachers' knowledge & understanding of key concepts in targeted mathematics, science, and literacy content areas increased</p> <p>(Obj. 3.): Teachers' pedagogical knowledge and practices utilizing scientifically-based research findings in best practices and inquiry-based instruction improved</p> <p>(Obj. 4): Teachers' knowledge and skills in designing & implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction improved.</p> <p>(Obj. 5): Improve the preparation of preservice teachers through improvements in mathematics and/or science and literacy content and/or pedagogy courses.</p>	<p>(Obj. 1): Improve student achievement in targeted mathematics and/or science content areas.</p>

Assumptions

External Factors

If you have other outcomes impact other than those listed above, please include those here with their corresponding inputs and outputs

Describe Options and Potential for Sustainability

Discuss the options and potential for the project's **sustainability** of interventions beyond the end date of the grant, including commitment from lead institutions, school districts, and/or other organizations for sustainability:

BUDGET JUSTIFICATION

The Budget Justification is a written narrative that is submitted with the Budget Summary Form (below). Please use the headings provided below. The Budget Justification should address each of the following categories that are also listed on the Budget Summary Form **(Note: food at meetings/training/professional development is not an allowable expense. If it is necessary to have working meals, then justification must be provided for every meal as well as specific details on the work assigned and completed)**. Within the Budget Justification provide an explanation of the matching funds listed for the project (Must be at least 20%). Provide a Budget Justification Below

Personnel & Additional Personnel Costs

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 in the table above.

Name	Role	Why Included in Project	Time Commitment in Total Hours	Salary Received from Regular Appointment

Participant Costs

Detail all participant costs including stipends and/or tuition 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 (i.e. state absolute priorities and other project objectives) and activities:

Participant Expenses (e.g. travel, supplies, stipends, tuition)	Quantity	Per Item Cost	Explain Why this Expense is Necessary

Additional Costs

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

Additional Costs (e.g.pre-project activiites, participant recruitment, partner collaboration, etc.)	Quantity	Per Item Cost	Explain Why this Expense is Necessary

Budget Summary

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

Form C103 Budget Summary Cycle 12 ITQG For multi year proposals, use a separate Budget Summary Form for each year of the project. All budget requests must show the matching funds contributed to 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 available to the partnership.						
Lead Institution:						
Project Director:						
Federal ID Number:						
Project Title:	Partner 1	Partner 2	Partner 3	Partner 4	Total Grant	Matching Funds
1. Personnel Costs (Director(s) instructors, peer teachers, support staff)						
A.						
B.						
C.						
Fringe benefits						
Total Personnel Costs						
2. Additional Personnel Costs						
A.						
B.						
C.						
Fringe benefits (approved institutional rate %)						

TOTAL ADDITIONAL PERSONNEL COSTS						
3. Participant Costs (stipends, Travel, Materials, etc.)						
A.						
B.						
C.						
TOTAL PARTICIPANT COSTS						
4. Additional costs (List individually: detail budget justification narrative)						
A.						
B.						
C.						
TOTAL PARTICIPANT COSTS						
5. TOTAL DIRECT COSTS (sum of items 1-4)						
6. MODIFIED TOTAL DIRECT COSTS (MTDC) (Total Direct Costs less stipends and tuition)						
7. FACILITIES & ADMINISTRATIVE COSTS (Maximum rate of 8% of MTDC)						
8. TOTAL COSTS						
9. PERCENT OF GRANT FUNDS ¹						
Project Director(s) Signature						
Authorized Institutional Officer Signature						

Authorized Institutional Officer Name & Title:

¹ If grant funds percentage exceeds 50% for a partner group, please submit a breakdown of funds by each individual partner

Project Narrative

Demonstrated Need

Provide clear and specific evidence of the need for the proposed professional development project. **Proposals must demonstrate that all professional development activities are developed based on the professional development needs of teachers and administrators in partnering High Needs Districts schools and how those were determined.** Evidence must clearly demonstrate that the proposed activities are an integral part of school-wide and district-wide educational improvement plans. Identify the population(s) to be served and how these activities address their particular needs.

High Need School District	Number of Participants	Need	How Determined	Alignment with district/school-wide educational improvement plans

Describe the needs assessment process, measures and development of baseline data used to determine the design and structure of the project (1000 words or less):

Collaboration, Commitment, & Project Partners

Project Partners: Describe the structures and participants of the partnership and **provide information about its formation and operation, and institutional support for this project.** This **must include the three required partners as well as any additional permissible partners.**

Missouri Department of Higher Education 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.

Representative of the High Needs School District

Signature:

Date:

Printed Name and Title:

Department:

Representative of the Higher Education Department/College of Education:

Signature

Date

Printed Name and Title

Department

Representative of the Higher Education Arts and Sciences Department:

Signature:

Date

Printed Name and Title:

Department:

Partnership Commitments: Provide a description of the history and nature of the collaborative planning process for the project and the collaborative commitments between all representatives in **all** phases of the proposed project. Describe the involvement of all partners in the development of the proposed project, outlining the specific commitments made by each partner and identifying collaborative roles and responsibilities for each partner during the life of the project. The proposal must demonstrate that there is genuine collaboration between higher education and KK-12 representatives in the planning, design, and implementation of the proposed projects. **This section is more about the collaboration between partners than it is about the roles, structures, formation, and operation of the partnership.** Use the attached form C104 - Collaborative Planning Team Document to document the active involvement of all **high need partners** including school district personnel and/or teachers (You do not need to submit this form for non-high needs partners).

Efforts to Include Private School Participants: Federal law requires that projects provide the opportunity for nonprofit private K-12 teachers to participate in funded projects. This means that each project shall identify the nonprofit private schools that are located within the boundaries of the partner high need school district(s) and consult with staff of the nonprofit private schools concerning the design of and participation in the project. The goal is to notify the private schools of the existence of the project, inquire about their interest in working with the project, and, with interested schools, consult concerning the professional development needs of their teachers. Their needs, like the needs of the teachers in participating public schools, should be taken into consideration as the activities are designed, and the teachers at these schools should be considered eligible to become project participants. Proposal narratives should describe the efforts made by project staff to locate private schools within the boundaries of the partner high need school district(s) and document attempts made to include private school teachers in the planning process and as participants in the project. If no private schools wished to participate in the project this information should be included along with a list of schools contacted and the description of the efforts that were made to include private school teachers.

PROJECT DESIGN

Project participants

- **Primary participants** should be teachers in high-need school districts (K-12) with current math and/or science assignments or those with an interest in specializing to teach math and/or science. Participants from high-need school districts **should account for 50% or greater of the total number of participants in the project.** Projects may also include teachers from non-partner schools. **Funded projects must provide opportunities for teachers from private schools to participate.**
- **Pre service teachers and paraprofessionals may also be included as participants when the following respective conditions exist:**
Pre service teachers may participate in project activities but may not be supported by funds provided through this grant. Institutions with teacher preparation programs may use Improving Teacher Quality Grant funds for pre service teacher training only if projects involve school based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty (This must be clearly described).
Highly Qualified Paraprofessionals may be included as project participants if there is a mechanism to enable them to work with teachers in participating high need school districts to obtain the education necessary for the paraprofessionals to become certified and licensed teachers (must be clearly documented).
- **Administrators may be included as project participants.** Recognizing that administrators can be the key element in the success of implementing project objectives (i.e., state absolute priorities and other 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. There is a competitive focus on Administrator involvement this Cycle.

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

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

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

Use the attached Cycle 13 participant data form to indicate planned participants and submitted no later than May 1, 2015. When submitting this form **make sure that the subject line contains the project name and the name of the project director.**

Project Activities & Structure

Describe the projects collaboratively developed PD activities and how they are aligned with existing district, state, and national standards as well as grade or course level expectations. Also describe how the content and methods are aligned with school district/building curriculum and classroom materials, especially the Comprehensive School Improvement Programs (CSIPs). **Provide a table detailing this alignment.**

Explain how baseline data was measured and developed to inform project activities. Provide estimates of improvement and include citations for the basis of these estimates.

Describe how the project activities will result in improved student achievement in targeted Mathematics, Science and Language Arts content areas (Objective 1)

Describe how the project activities will result in increased teachers knowledge and understanding of key concepts in *targeted Mathematics, Science and Language Arts content areas* (Objective 2.)

Describe how these project activities will result in improved teachers' pedagogical knowledge and inquiry-based instruction practices that utilize scientifically-based research findings and practices. Also explain how the project will prepare teachers for the use of technology in the classroom. (Objective 3)

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

Describe how project activities will inform participants about how to align project content and pedagogical methods with district/building curriculum and classroom materials.

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

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

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

Describe how the project activities will improve **the preparation of pre-service teachers** through improvements in mathematics and/or science content and/or pedagogy courses and how they will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs. (Objective 5).

Information Dissemination Process

Identify strategies to be used to communicate project results to appropriate audiences. Project activities and modules may be made public through website postings. Project directors are encouraged to share useful information from their projects at meetings of one of Missouri's math and /or science teachers' professional organizations, teacher education organizations, or other professional organizations. **MDHE Improving Teacher Quality Grants cannot support out-of-state travel for dissemination purposes, project personnel and others are encouraged to locate other funds to support trips to national meetings located outside of Missouri.**

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

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

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

Internal Project Evaluation

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

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

The internal evaluation team is responsible for assuring that the project plan as described in the proposal is being conducted with efficacy, and for evaluating progress towards achieving specific project goals and objectives (i.e., state absolute priorities and any other project 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 and teacher tests must show reliability scores along with reported student and teacher achievement.**

Provide an evaluation plan that includes appropriate measures/data sources for each output and outcome, a description of data analysis methods, and timelines for data collection and analysis. **Describe** how project objectives (i.e., state absolute priorities and any other project objectives) will be met. Use a chart or table (see Table 3 above) to indicate how each project objective (aligned with ITQG objectives) will be evaluated, what processes or instrument will be used, how baseline data are to be obtained and improvement goals are set, and the timeline for administration. **Describe** how you will demonstrate validity and reliability if using teacher or project designed pre/post student, teacher participant, or administrator participants tests:

Describe the internal evaluation team members and their role in the evaluation

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

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

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

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

Describe the value-added for multi-year projects:

Project Personnel

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

Describe below the key project personnel, their qualifications, roles and responsibilities

Project Director

Project Co-Director(s)

Graduate Students

Consultants

Staff

External Evaluation

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

It is important that all projects are aligned with the external evaluator's data collection requirements. There will be a technical workshop hosted by MDHE and the external evaluators after project awards are announced. It is mandatory that each project including continuing multi-year projects send a representative and highly encouraged that project

directors attend as all projects will be held accountable for the information presented at the workshop. Projects must be in compliance with external evaluator data collection.

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

The following table outlines the state's five absolute priorities/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 (Note: Fill In the Middle Column of Table 2)

Missouri Absolute Priorities/ 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 science content areas integrated with literacy (especially High Needs School Districts).		Missouri state test scores from project teachers' students analyzed for statistically significant gains compared to non-project teachers' students.
Objective 2. Increase teachers' knowledge and understanding of key concepts in targeted math and science content areas integrated with literacy.		Teacher content test focused on ITQG content focus for this cycle analyzed for statistically significant gains; observations of project implementation

Objective 3. Improve teachers pedagogical knowledge and practices that utilize scientifically-based research findings and best practices in inquiry-based instruction.		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 effectiveness of their instruction.		Examination of teacher-designed tools, classroom observations, interviews with teachers and project staff
Objective 5. Improve the preparation of preservice teachers through improvements in mathematics and science content and pedagogy courses.		Interview/surveys with faculty of focus courses; analysis of extant documents demonstrating change
Additional Project Objectives		External evaluators will be available to assist in internal evaluation of additional objectives.

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

1. Conducting an initial **mandatory** meeting for project directors and internal evaluators to explain the external evaluation, describe interface between external and internal evaluations, inform projects about data required from internal evaluators, and promote uniformity in data collection strategies and evaluation techniques among projects.

~~GA~~Assuring ongoing and continuous contact with the 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. Developing an evaluation process that incorporates formative and summative evaluation for the program and assist projects in the development of internal evaluation plans.
5. Submitting reports to MDHE by November 30, 2015 and subsequent years of multi-year projects, including an oral public report highlighting findings for projects and across the program.

Project directors will provide assurances that the following tasks will be completed:

Document assurances that the External Evaluation team will have access to confidential data from both the K-12 (student level) and higher education partners for reporting and evaluation purposes:

Document processes in place to support the external evaluation by strongly encouraging participants to complete all instruments requested by the external evaluators:

Guarantee the confidentiality of data through use of internal codes for all data collected. Provide documentation that all processes necessary to be able to guarantee the availability and coding of the data have been finalized:

Explain how the project's professional development sessions will incorporate the External Evaluation team into the planned activities for external evaluation data collection with minimal impact in participants' learning:

How and when will project directors administer content pre-tests and both short-term and long-term post-tests to teacher participants (both short-term and long-term posttests are required to measure the content knowledge gained and retained throughout the life of the project).

Provide assurances of cooperation from all project staff with the external evaluation team through collection and submission of daily, detailed participant sign-in sheets, participant contact information, individual teacher pre/post test scores, coded individual student data for each participant teacher, and any other requested data related to evaluation of the individual projects:

Provide assurances that project staff will report information for every participant (Participant Data Form) by **May 31, 2014** before the beginning of the project; on or before **October 15, 2014**; and a final submission no later than **July 31, 2015**. **These forms will be submitted to the grant coordinator and to the external evaluators:**

Evaluation Reimbursement

Projects will be awarded monies outside of their project award that should be set aside for reimbursement for the external evaluation. These monies are flow-through monies and are not considered the project award for the purposes of F&A adjustments. External evaluators will invoice the projects directly for payment of evaluation services. Projects must commit to payment of these external evaluation invoices in a timely manner and the PIs commit to accepting responsibility for assuring timely payment from their institution. **Project directors must provide assurances from their authorized finance personnel that the external evaluator invoices will be paid by the invoice due date and that all procedures and processes are in place to be able to do so. If there are any processes or procedures that require amendments to contracts or to assurances the project director is responsible to know this and to report it immediately to the IITQG coordinator, Dr. Elizabeth (Liz) Valentine at elizabeth.valentine@dhe.mo.gov**

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, 2015, October 15, 2015 and October 15, 2016 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, 2016. Requests for reimbursements for external evaluation will not be considered as one of the three reimbursement requests submitted during the life of the project. If it will be necessary to have a no cost extension for the purposes of payment of the external evaluation invoice include that request in the proposal. The request must be signed by an authorized representative of the institution finance office who must approve that the external evaluation invoice dates will be for a period outside the limits of the actual project award funding dates.**

Evaluation Summit

A one-day meeting in late fall of 2015 will showcase the external evaluation report for ITQG professional development projects funded during Cycle-13. **Project staff and selected participants from each project are required to attend and must provide assurances that they will attend.**

NOTE: THE MDHE RESERVES THE RIGHT TO NEGOTIATE MODIFICATIONS IN PROJECT DURATION, IMPLEMENTATION AND/OR CONTENT DURING THE AWARD PROCESS AND TO MAKE NECESSARY CHANGES TO AND INTERPRETATIONS OF RFP REQUIREMENTS DURING AWARD PERIODS.

PROPOSAL SCORING RUBRIC

Proposals will be reviewed and rated by a peer review team chosen by the MBHE which will include an out-of-state expert. The following criteria will be used to rate the proposals. **(115 total possible points, of which up to 15 points to be allotted for the Cycle 13 Competitive Priorities.**

() **Required Proposal Elements**: The proposal includes all required elements listed in the Proposal Format section. If any required elements are missing the proposal will be returned to the project director. If the proposal was submitted before December 15th 2014, the project director may resubmit.

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

- **Demonstrated Need (10 points)**: The proposal provides clear evidence of the K-12 school educators and administrators need for professional development and alignment with ESEA Title II, Part A needs assessments in high-need school districts.
- **Collaboration, Commitment, & Project Partners (10 points)**: The proposal provides clear evidence of involvement of all partners including teachers, administrators, colleges or departments of education, colleges or departments of arts and sciences in the collaborative design and implementation of the *Improving Teacher Quality State Grant Program*. The proposal describes how each primary and additional partner(s) will contribute to the success of the project, including a table detailing alignment between project goals/activities with school/district goals and CSIPs. Provide details of efforts to include non-profit private school participants.

- **Project Design (20 points):** The proposal clearly describes the participants to be targeted and specifically explains how the professional development activities can produce long-term, systemic change, and includes goals, state absolute priorities/objectives, other objectives, and activities that reflect a program of sufficient duration, size, scope and quality that, if implemented, will yield improvements in teaching and learning. The proposal explains how the professional development activities are based on research documenting student achievement outcomes. The proposal clearly and specifically explains how collaboratively developed professional development activities will be effectively aligned with existing district professional development efforts in partner district(s). The proposal clearly and specifically explains how the project's professional development activities will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs. The proposal's logic model demonstrates how each of the five state absolute priorities/objectives will be achieved. Integration of literacy, technology, and cross-disciplinary education, and best strategies in Math, Science, and Language Arts is explicit.
- **Project Activities/Structure (20 points):** The proposal clearly explains in detail the duration of the project and expected accomplishments and/or outputs for each year. A timeline detailing proposed activities, expected progress toward objectives and any milestones is clearly displayed evidencing a thoughtfully planned project structure. The proposal explains how the project meets the absolute and competitive priorities of the RFP.
- **Program Sustainability (5 points):** The proposal provides convincing evidence of institutional support (monetary and non-monetary) and the potential to sustain efforts of the project after the life of the grant. The proposal includes support outside of academia.
- **Information Dissemination (5 points):** The project proposal describes clearly and in detail how participants will reflect and provide feedback on participation and growth. The proposal details how teachers and project personnel will inform colleagues and make results of project available to other educators on a statewide basis.
- **Internal Evaluation Plan (10 points):** The evaluation plan clearly indicates the measures and scientifically based research methods that will be used to evaluate the effectiveness of the project in relationship to its stated intended outcomes. The evaluation plan includes measures and a timeline appropriate for the stated outcomes. Data collection and analysis methods are clearly described and appropriate for the stated outcomes.
- **Budget (10 points):** The proposal clearly presents a cost-effective budget and narrative justification that is consistent with the scope of the proposed objectives (state absolute priorities and other objectives) and activities. The use of ITQG funds seems reasonable and effective for meeting the need described for proposed professional development activities. All budgetary guidelines and limitations were followed.
- **Project Personnel (10 points):** Describe the key project personnel, their qualifications, and their roles and responsibilities. Provide a two page or less curriculum vita or resume for each key project personnel.

Additional Points Competitive Priority (10 points)

- **Administrator Training Component (5)**

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

- **Multi-collaborative and multi-regional Component (5)**

Has at least 3 institutions of higher education and covers several regions. Should include organizations outside of Academia.

- **The use of technology to improve teacher practices (5)**

Clearly specifies technology training in one or both of two areas: Assessment to inform instruction and/or instructional use of technology

DEADLINES, SUBMISSION PROCESS, AND REVIEW

The Intent to Apply form C100 is (within this document as well as attached) due from each project director that intends to submit a complete proposal. The form is to **arrive** at the MDHE by 5:00 p.m. on Friday, October 24th, 2014. The form must be returned to he.academicaffairs@dhe.mo.gov with Intent to Apply C13 in the subject line

Form C108 and the Cycle-13 50% Certification forms must be submitted as separate attachments with the proposal and are attached. Examples of Final Budget Form, Reimbursement Request Form, and of Schedule of Receipts may also be accessed through this link: <http://dhe.mo.gov/ppc/grants/teacherquality.php>

Final Proposal

Final proposals are to **arrive** at the MDHE on Tuesday December 31, 2014 by 5:00 p.m.

Each proposal submitted shall be signed by the sponsoring institution's chief executive officer or a specifically designated representative for grant applications. The endorsement constitutes a commitment on the part of the institution to support the project. When two or more eligible institutions collaborate on a proposal, each institution shall submit an endorsement; however, only one of the institutions should be designated as the custodian of the grant funds. An eligible institution may endorse more than one proposal.

Please adhere to the following instructions when submitting your proposal:

After responding to all sections of the proposal, obtain all necessary signatures (may sign electronically). If preferred, may scan into a pdf or word document and attach to this pdf form or send as separate attachments in one email to: he.academicaffairs.dhe.mo.gov

Provide only one electronic copy. Do not send hard copies unless requested.

We **strongly** encourage applicants to submit **draft** proposals and budgets **prior** to the submission deadline for early review by the grant coordinator. The grant coordinator is not the primary reviewer but is available to review the draft proposal for areas that might enhance the proposal, or correct errors, particularly in the budget area. In order that the grant coordinator will have adequate time to complete the early reviews, please submit your proposals, electronically, no later than November 15, 2014 to Dr. Elizabeth (Liz) Valentine at elizabeth.valentine@dhe.mo.gov. *Proposals submitted for early review after November 25, 2014 may not be reviewed due to time constraints. Early submissions will be reviewed in the order they are received.*

Proposals that are late or incomplete, that involve activities outside of program guidelines or the appropriate time frame, or that do not include the required partners will NOT be reviewed.

A panel of qualified representatives with expertise in math, science, education, the Missouri Learning Standards, and internal evaluation will review and rate proposals and make recommendations for funding to the MDHE. The MDHE will have final authority on funding decisions for both one-year and multi-year projects. For more information on proposals scoring please see the scoring rubric provided previously.

While the MDHE determines proposals to be funded and the amount funded, the MDHE must also distribute grants equitably by geographic area within the state. This means that the MDHE must consider the location of the school districts served by a project and take into account school districts potentially served by other proposed projects and those served by existing projects.

Awards will be announced on or about February 1, 2014, and are subject to the availability of federal funds. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to the MDHE grant coordinator within 10 working days of the announcement of awards. Further information concerning the grievance process is available from the grant coordinator.

If enough quality applications are not received, the MDHE reserves the right to reopen the competition.

**Dr. Elizabeth (Liz) Valentine, ITQG Coordinator
Missouri Department of Higher Education
PO Box 1469 Jefferson City, MO 65102 1469**

