Teacher Credentialing Grant
Frequently Asked Questions

**Eligibility**

1. **Which types of institutions are eligible to apply?**
   Applicants are strongly encouraged to establish consortia for the purpose of achieving goals described in the RFA. Eligible applicants include Ohio school districts, community schools, STEM schools, joint vocational school districts, public and private colleges and universities including those who can and cannot award graduate degrees, educational service centers and non-profit entities in which education is the primary mission. Please see the Teacher Credential Grant Application Instructions and Scoring Rubric for more information.

2. **Are consortia limited to engaging with the colleges and universities listed on the Ohio Department of Higher Education’s website?**
   Consortia may include any public or private institutions of higher education that meet the criteria indicated in the RFA.

3. **Can an eligible applicant be part of more than one consortium?**
   Yes.

4. **Is there a limit to the number of eligible organizations that can be included in one consortium?**
   No.

5. **Can an applicant apply as a single institution and as part of a consortium?**
   Yes. Applicants can apply both as a single instruction and as a partner of a consortium. There is no limit on the number of consortia in which an instruction can be considered, however, there is no guarantee of funding. Proposals will be chosen and awarded based on need and merit. There is no limit on the number of eligible organizations that can be included in a consortium proposal.

6. **Does a college have to be able to award graduate degrees in order to lead a consortium?**
   No, a postsecondary institution does not have to grant graduate degrees in order to lead a consortium.

7. **What is the definition of “partner entity”?**
   A “partner entity” is also known as a member of a consortium.

8. **Do all consortium partners need to meet the economically disadvantaged threshold?**
   No, institutions applying as single applicants or consortia applicants do not need to meet the threshold; however, both need and merit will be evaluated to determine grant funding.

9. **Are regional campuses of one college or university considered a single institution?**
   Regional campuses can all be partners in a university or college’s proposal but cannot be exclusive partners of the consortium.
10. Are Tech Prep Regional Center’s eligible to apply for one of the pathways identified in the grant?
Schools within the centers are eligible to apply if they meet the criteria described in the request for application.

Ohio’s Requirements for Teachers to Teach College Credit Plus

11. What are the qualifications required for grades 7-12 teachers to teach college courses?
Ohio’s requirements for teachers teaching College Credit Plus courses align with the Higher Learning Commission’s, which state that a teacher wishing to teach courses must have a master’s degree in the content area or a master’s degree in a different discipline and 18 or more hours of continuing education in the content area.

12. Who sets the standards for teachers?
College instructor credentialing requirements are established by the chancellor of the Ohio Department of Higher Education. The requirements are consistent with the Higher Learning Commission and are codified as the requirements under College Credit Plus.

13. Can a teacher teach College Credit Plus courses while the graduate coursework is in progress?
That is up to the discretion of the chief academic officer of the postsecondary institution and the school in which the individual is employed.

Proposal Requirements & Guidelines

14. What identification documentation is required for applicants or consortium partners?
If applying as a single entity, respondents should include the primary point of contact name for the lead applicant or fiscal agent, institution name, email address, and phone number. If applying as a consortium, please include all partners’ primary point of contact names, institution names, email addresses and phone numbers; the IRN for each postsecondary institution and secondary school partner district; the name and contact information for the partner serving as the fiscal agent for the grant proposal (if different from lead applicant).

15. We have two schools in the district with similar names, how do we differentiate in our application?
Include the IRN when referencing the institution (for example, “000000 Name of School” or “Name of School (000000)”).

16. Do proposals have to identify specific individuals by name who will take course work toward credentialing?
No.

17. In developing a proposal, can it include projected future needs based on the fact that a local education agency or school district has a number of new teachers (first year as Resident Educators) who may have interest in pursuing graduate degrees in the content areas but will not have the capacity to engage in that ongoing education until they have completed at least a portion of the Resident Educator requirements?
Yes.

Funding & Budgeting

18. When is the end of the grant funding period?
The funding period will end on June 30, 2021.
19. Can funds be used after the end of the funding period?
   No, grant funds cannot be used after June 30, 2021.

20. Can courses that start prior to the June 30, 2021, deadline but end after be included in proposal activities that are eligible to be funded?
   Yes, as long as the courses are paid for prior to the June 30, 2021 deadline.

21. Do teachers have to start classes in January, or can they begin in the summer?
   Teachers may begin classes in the summer.

22. If our local university would receive a grant, would our teachers be eligible to access tuition support or other resources to assist them in acquiring the College Credit Plus credentials?
   Individual teachers must reach out to the local university to inquire about being a part of the grant project for tuition support. Other resources are determined at the local level.

23. Can an educational service center act as the fiscal agent?
   Yes, educational service centers can act as fiscal agents of consortia.

24. What costs are allowable and not allowable?
   Allowable expenses include graduate coursework tuition, fees, textbooks and materials for the high school teachers participating in the program. Additional allowable expenses may include costs associated with employing teachers who are currently credentialed to teach college courses as a bridging strategy until a sufficient number of teachers at the high school hold the required credentials.

Below is an example of the grant budget worksheet:

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<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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</tbody>
</table>

25. Are indirect costs allowable?
   No.

26. Are textbooks an allowable cost?
   Yes.

27. If an applicant designated $500 from a private sponsor to be used to support teacher credentialing before the request for proposal was issued, would it be considered “supplanting” if the grant funds were used instead of the designated funds during the grant period?
   Private sponsor funding would be allowable under is grant, and could be included in the application as matching funds and a part of the sustainability plan for the grant proposal.
28. How will payments for grant funding be made?
Awardees will be provided detailed instructions for the receipt of the funds.

29. Can the fiscal agent hold grant funds in an interest-bearing account?
Yes, although the grant funds will be disbursed on a reimbursement basis.

30. Can the fiscal agent on the grant hold the funds in a teacher scholarship fund and award them to teachers on a first come, first serve basis?
Yes, if that is the plan described in the proposal.

31. Can funding be used to cover tuition and fees, or waived tuition and fees for fall courses in which the student has registered and been billed prior to June 30, 2021?
Yes.

Submission Requirements and Deadlines

32. How do I submit proposals?
All proposals should be submitted through Qualtrics by 11:59 p.m. on September 30, 2019.

Other Questions

33. What is the best way(s) educational service center can support teachers and districts? Is it hosting regional graduate-level classes?
Educational service centers can provide varying levels of support to teachers, schools and districts through this opportunity including, but not limited to, coordinating grant proposals, assisting and organizing consortium partners and leading the implementation details to relieve consortium partners from many of the administrative level tasks. Various other creative ideas that have been submitted, like hosting regional graduate-level classes, can be included in the proposals as well.

34. If we do offer online with our existing master’s curriculum, would that require additional approvals?
Not likely.

35. In the request for proposal, how is the department defining “teacher candidates”?
For the purpose of this grant, “teacher candidates” are teachers who would be considered eligible for the coursework that can be provided through this grant opportunity.

36. In the request for proposal, how is “entity” defined?
Entity is used to describe any of the eligible organization types.

37. Given that our university’s Board of Trustees does not meet until December to approve fee waivers, will you accept the premise that, if funded, they will approve the fee waiver?
We would need to know more details about the “fee waiver.” Please include a description within your application.

38. What types of courses can be taught through College Credit Plus?
Courses must meet the Course Eligibility requirements outlined in OAC 3333-1-65.12. For more information, please see the Course Eligibility Summary.

39. Is there a shelf life for previously earned graduate credit? For example, if a teacher completed some graduate-level coursework 20 years ago but never completed a master’s degree, can a university offer transfer credit for those courses?
Most institutions do have a policy that addresses the longevity of credit. If the institution has a policy addressing credit longevity, it must apply its policy consistently. This applies to transfer credit from another institution or credit earned at the same institution in prior years.
40. I am a teacher at my local district. My principal shared the grant opportunity with me in hopes that I would consider studying for my master's degree to become eligible to teach College Credit Plus classes. Because I teach a foreign language, I want to go to overseas to get my degree. Would this grant be applicable to an international degree?

It would be up to the grant applicant to determine which institutions could be used by scholarship recipients. The Ohio Department of Higher Education faculty credentialing requirements state: Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services. Degrees from reputable international institutions are likely to be acceptable to chief academic officers as they are vetting potential adjunct faculty members; however, you should check with the college where you hope to teach to verify this information.

41. Can the cost of bridge teachers be included in the grant proposal or should this be covered by institution resources?

The cost of bridge teachers is an allowable expense, if the teacher is credentialed to teach CCP and is bridging the gap in College Credit Plus course instruction. However, if preferred, the institution can use its own financial resources. This will be up to the individual applicant.

42. Does the application have to include a bridging strategy?

No.

43. I am a teacher interested in teaching a College Credit Plus course at my high school. Can I apply for the grant?

No, individual teachers may not apply directly to the Ohio Department of Education for this RFA. Only eligible applicants listed in question one may apply. The grantees will be responsible for making grants available to individual teachers.