



University System of Ohio
Board of Regents

IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

REQUEST FOR PROPOSALS

and

GUIDELINES FOR SUBMISSION

of

COMPETITIVE PROPOSALS TO SUPPORT SUSTAINED
AND INTENSIVE HIGH QUALITY PROFESSIONAL
DEVELOPMENT PROGRAMS FOR PK-12 SCIENCE AND
MATHEMATICS EDUCATORS

Proposals Due October 25, 2012

FY 2012 Funds
for the period from
January 21, 2013 to May 31, 2014

Improving Teacher Quality State Grants Program
Title II, Part A, Subpart 3, Public Law 107-110
No Child Left Behind Act of 2001
The Reauthorization of the Elementary and Secondary Education Act of 1965

August 20, 2012

**OHIO BOARD OF REGENTS
IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM
FY 2012 REQUEST FOR PROPOSALS**

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August 20, 2012	Issue Request for Proposals
September 13, 2012	Information Sessions (see below)
September 24, 2012	Return Intent to Submit Proposal Form (optional)
October 25, 2012	<u>Proposals due by 5:00 p.m. in the offices of the Ohio Board of Regents</u>
October 26, 2012 through November 19, 2012	Review of Proposals by Review Panel
December, 2012	Review Panel Meeting
January 21, 2013	Approval of proposals for funding

On Thursday, September 13, 2012 from 9:00 a.m. - 11:00 a.m. and again at 1:00 p.m. – 3:00 p.m., we will host an **information session** to provide information about the Improving Teacher Quality Program and to answer questions about the program and the RFP. We encourage your attendance at this meeting. The meeting will be held in the offices of the Ohio Board of Regents, 30 E. Broad Street, 36th Floor, Columbus, OH. Interested parties should contact Dr. Russell Utgard at rutgard@regents.state.oh.us or Patty Klein at pklein@regents.state.oh.us or (614) 466-1152, if you plan to attend a session.

I. INTRODUCTION

The Improving Teacher Quality State Grants Program is funded under the No Child Left Behind (NCLB) Act of 2001 (Title II, Part A of Public Law 107-110). The purpose of the program is to increase the academic achievement of all students by helping schools and school districts improve teacher, instructional paraprofessional and principal quality. Through the program, state educational agencies (SEAs) and local educational agencies (LEAs) receive funds on a formula basis, as does the state agency for higher education (SAHE) which, in Ohio, is the Ohio Board of Regents. The SAHE provides competitive grants to public and private colleges and universities to form partnerships comprised of, at a minimum, schools of education and arts and sciences, along with a high-need LEA. The program will support sustained and intensive high-quality science and mathematics professional development to ensure that teachers will provide challenging learning experiences for their students.

The Ohio Board of Regents expects to have available approximately \$2.6 million in federal funds to support the fiscal year 2012 Improving Teacher Quality Program. These funds will be allocated to colleges and universities under a competitive grant proposal process that focuses on **mathematics and science** education programs operating between January 21, 2013 and May 31, 2014.

II. THE OHIO BOARD OF REGENTS' PHILOSOPHY IN ADMINISTERING IMPROVING TEACHER QUALITY PROGRAM FUNDS

The Improving Teacher Quality Program provides an excellent opportunity for the educational community to address serious concerns about teaching and learning in science and mathematics. The Ohio Board of Regents envisions that by bringing collegiate faculty in academic and educational disciplines together with elementary and secondary mathematics and science teachers and principals an educational environment can be provided in which creative and effective ideas and methods of teaching and learning can flourish. The result of these efforts is improved teaching and increased student achievement in mathematics and science. Furthermore, Ohioans will be able to better meet the needs of today's knowledge economy; citizens will be mathematically and scientifically literate and more students will continue into post-secondary education.

The Ohio Board of Regents invites proposals that contain validated ways of addressing the complex issues surrounding the teaching and learning of mathematics and science. Proposals must address the special needs of populations that include those families with income below the poverty line who historically have lacked access to equal educational opportunities for advanced learning. In addition, proposals must have well-defined goals and activities that promote interaction among faculty, teachers, and others, particularly those teachers who are not "highly qualified" (see definition in Appendix). The proposals should cost-effectively meet the needs of a significant number of teachers in both public and private schools.

It is the intent of the Ohio Board of Regents to fund projects that will become models of good professional development that can be **scaled-up, replicated, and disseminated widely** throughout the educational system in Ohio. We want to add to the body of research and knowledge about what constitutes good professional development and provide a means to make it available to all mathematics and science teachers. The competitive nature of the Improving Teacher Quality Program and importance of the problems dictate that these proposals encourage positive changes in teachers, principals, and curriculum at the pre-college level and increase student achievement.

III. PROGRAM GUIDELINES

A. Eligible Institutions

Ohio public and private colleges and universities are invited to submit proposals to support **partnerships** in which the **principal partners** are an institution of higher education (IHE), including

- (1) The division of the IHE that prepares teachers and principals;
- (2) The arts and science division/school/college within the IHE; and
- (3) A high-need LEA.

A high-need LEA is defined as a LEA:

1. (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(b) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
2. (a) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(b) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Note: A list of **all** Ohio school districts that qualify as high-need LEAs is included in Appendix II of this document. It is based on poverty information from the U.S. Census Bureau 2010 School District Estimates, released 11.2011 and the Ohio Department of Education Highly Qualified Teacher Longitudinal Data, 2010-2011.

In addition to the **three principal partners**, an eligible partnership may include other LEAs, public community or charter schools, private schools, educational service centers, other IHEs, entities carrying out pre-kindergarten programs, or businesses. Community colleges which provide a 2-year program that is acceptable for credit toward a bachelor's degree may be included in a partnership.

In Ohio, additional support for establishing need may come from a school and/or district designation of *Academic Emergency* or *Academic Watch* based on Ohio Department of Education's Local Report Card and Accountability Information **and/or** districts with a typology of 1, 4, or 5 according to the Typology of Ohio School Districts, updated July 2007, from the Ohio Department of Education.

The IHE member of the principal partnership will serve as Fiscal Agent for funded projects and the Project Director must be employed by that college or university. LEAs are not eligible to receive funds directly as a project grantee under the Ohio Board of Regents Improving Teacher Quality Program.

B. Eligible Activities

Awards will be used to support the following types of professional development activities that are based on scientifically-based research (see definition in Appendix I) that will enhance student achievement in participating principal partner high-need LEAs:

1. Professional development (see definition in Appendix I) activities in mathematics and science to ensure that:
 - Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in mathematics, science and/or STEM subjects to enhance student learning; and

- Principals have the instructional leadership skills to help them work more effectively with teachers of mathematics and science to enhance student academic achievement.
2. Developing and providing assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities in mathematics and science that:
- Ensure that those individuals can use Ohio’s College and Career Ready Standards: (Common Core) Standards in Mathematics and/or (Ohio Revised) Standards in Science, student academic achievement standards, and state assessments to improve instructional practices and student academic achievement;
 - May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - May include activities of partnerships between one or more LEAs, one or more of the LEA's schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

C. Program Emphasis

We encourage submission of proposals built on validated, effective, research-based strategies that are designed to meet the needs of Ohio teachers and principals in increasing student achievement. Projects should have the potential for improving mathematics and science teaching and learning by developing and implementing models of good professional practice that can be scaled-up and widely disseminated. There must be substantive collaboration between arts and sciences and teacher preparation departments in Ohio’s public and private IHEs, high-need LEAs, and other appropriate entities in the development of research-driven, scientifically-based professional development initiatives that address critical mathematics and science professional development needs. There **must** also be, from the onset, collaboration between faculty and teachers in the planning and implementation of project activities.

Grant activities must focus on Ohio’s College and Career Ready Standards: (Common Core) Standards in Mathematics, (Ohio Revised) Standards in Science, and Ohio Achievement Assessment outcomes. Possible formats include, but are not limited to, institutes, seminars, intense summer and year-long courses, or combinations thereof. The most effective projects have been summer programs of two to five weeks with 100 or more contact hours, using a hands-on, inquiry based, problem-solving approach, and incorporating substantial follow-up activities. We encourage projects that involve teams of teachers and administrators from the same school or district.

A resource which may be utilized when developing a proposal is the Ohio Resource Center for Mathematics, Science and Reading (ORC). The ORC provides Ohio educators access to high quality internet resources that support teaching and learning. The Ohio Resource Center can be accessed through <http://www.ohiorc.org>.

It is the intent of the Ohio Board of Regents, in formulating this Request for Proposals (RFP), to use a significant part of the available funds under this program to support those projects that have shown documented success. It is particularly important that proposals contain **a rigorous evaluation component**. A way to demonstrate the effectiveness of the project and its impact on improving teacher practice **AND** increasing student achievement must be described in the proposal, **including both qualitative and quantitative measures** attesting to the effectiveness of the project. Continued funding will be based on documented success of the program.

Federal law requires that subgrants be equitably distributed by geographic area within the State or that subgrants serve eligible partnerships in all geographic areas in the State. It may be necessary to limit the number of awards made to any one institution to ensure geographic equity if, at the time the Review Panel makes its recommendations, we find that all areas of the state are not being served.

D. Collaboration

Teacher leaders and administrators from the high-need schools to be served **must** be involved in project planning and proposal preparation from the outset. This will help to ensure that the nature, content, and academic credit (if any) for a course or workshop or other activities meet the needs of the teachers to be served. Teachers and administrators in public and nonpublic elementary and secondary schools are encouraged to critically evaluate their inservice needs in mathematics and science and to approach their college or university colleagues with a plan for a proposal.

Evidence of high-need LEA principal partner involvement with both the arts and sciences and education in planning (meeting dates, places, topics, and participants) and a formal agreement between the college or university and the LEA principal partner must be included in the proposal. The "Cooperative Planning Document" (Form is in Section XI of this Request for Proposals) is used to describe the cooperation that occurred in planning.

In developing proposals, the collaborating team must consider the local districts need to improve teaching skills and content understanding as described by **Ohio's College and Career Ready Standards: (Common Core) Standards in Mathematics and (Ohio Revised) Standards in Science**, the requirements outlined in this RFP, and the needs and plans prepared by the individual school districts in their applications to the Ohio Department of Education for Title II funds. Title II funds allotted to school districts by the Ohio Department of Education may be used in conjunction with funds requested in this proposal to the Ohio Board of Regents and such use of these funds is encouraged. The needs of private schools also must be considered and met in these collaborative arrangements.

Colleges and universities are encouraged to determine what other similar initiatives may already exist at their institution, and to work cooperatively with existing initiatives in developing their proposal. Faculties with established programs are encouraged to explore, with their colleagues in other institutions, options for replicating their programs to meet the needs of teachers in other areas of the state.

IV. BUDGET

The Ohio Board of Regents recognizes the need to serve as many teachers and other qualified school personnel as possible with the Improving Teacher Quality Program. The Board is particularly interested in funding proposals for efficient and highly effective projects that take advantage of funds available from other sources when appropriate and available. The size of an award will be determined by factors such as the number of teacher participants served, the complexity of the proposed project, and the number of participating partners. In no case will proposals be accepted that request more than **\$300,000** in OBR Improving Teacher Quality Program funds.

For projects that involve coursework for credit at Ohio colleges and universities, grants may pay for regular **tuition** plus limited additional costs that might not be covered in conventional college courses; **or** grants may pay the **direct costs** of the project. Any additional costs must be fully explained to

ensure that there is no duplication of payment. In any case, the grant cannot support both the cost of full tuition for participants and salaries for instruction. Low administrative costs are strongly encouraged.

A. Guidelines

1. Salaries & Benefits - Salaries for instruction cannot be charged to OBR-requested support when the grant is paying for full tuition. This includes faculty, consultants, and teachers when the main activity is course instruction. Salaries for instructors may be requested if the grant is not paying for tuition.

2. Clerical/Administrative Assistance - Must be clearly justified.

3. Cost of Tuition - - If full tuition is requested, salaries for instruction, etc. cannot be charged to the grant.

4. Consultants' Fees - Maximum of \$300 per day plus expenses is suggested. For consultants employed as instructors or peer teachers, fees should not exceed accepted salary levels.

5. Evaluation Consultants - Costs appropriate for a formal and rigorous evaluation.

6. Teacher Stipends - Must be clearly justified and are not to be a salary replacement. **A maximum rate of \$150 per week per participant is permitted.** Stipends are not allowed for days on which participants receive regular pay and/or teacher substitutes are charged to the grant.

7. Teacher Substitutes - Substitutes may be paid at the local rate up to a maximum of \$85 per day. Additional costs for substitutes must be paid by other sources. Federal funds may not be used to pay for teacher substitutes in private schools. These substitutes must be paid with funds from another source.

8. Food and Lodging Expenses - Must adhere to federal and state limitations on food. Residential programs must have reasonable lodging expenses.

9. Travel and Conference Expenses for Project Staff and Participants - Limited reasonable expenses for participants at state and local meetings that are integral to the project. Out of state travel is discouraged and can be included in a grant award only when strong justification is provided.

10. Field Trip Expenses - Reasonable and appropriate expenses

11. Supplies and Materials - Justifiable instructional and office supplies and materials.

12. Equipment (Maximum amount of \$500 for each item) - Total equipment costs must be less than 15% of OBR funds. Equipment must be clearly justified as essential for the project operation. Equipment rental is encouraged when possible.

B. General Budget Information

Budgets must adhere to section 2132 (c) of the NCLB Act, which is a Special Rule stating **“no single participant in an eligible partnership may use more than 50% of the funds available to the partnership.”** The participants include: The teacher preparation unit of the IHE; the arts and sciences unit of the IHE; one or more LEAs; and others, as defined in Section III. A. Eligible Institutions. The term “use of funds” applies to all costs of running and administration of the program. In satisfying the rule, tuition charged to the grant may be regarded as being used by the units of the IHE for salaries, etc., and by the LEAs for teacher support and may be distributed as such.

Salary payments for faculty overload are excluded from payment. **Indirect costs, to a maximum of 8% of the total direct costs may be charged.**

The Code of Federal Regulations Section 34, parts 76, 77, 79, 80, 81 and 85 (i.e., Education Division General Administration Regulations, EDGAR) may be consulted for guidance in budget preparation. The sponsoring IHE is responsible: 1) for ensuring that its audit and accounting procedures are in compliance with OMB Circulars (A-110 [attachment F, subparagraph 2h], A-122, A-128, or A-133); and 2) for supplying OBR with a copy of the audit report for the fiscal year(s) in which those grant monies were expended. Funds awarded under this program may be expended from January 21, 2013, until May 31, 2014.

V. PREPARATION OF PROPOSAL

All proposals must use the format that follows including lettered headings. It is essential that all of the elements of this outline be explicitly addressed and the proposal parts should be presented in the order prescribed here.

A. Proposal Cover Page (Form is in Section XI of this RFP)

- Signature(s) of the Project Director(s).
- Signature by a representative of the principal partner high-need LEA.
- Signature of an Institutional Representative (Provost, Chief Academic Officer, etc.) who has the authority to accept and expend grant monies for the IHE.

B. Abstract (Form is in Section XI of this RFP)

- One page concise summary of the project, including collaborating groups and participants, types of and time for main activities, and expected outcomes.

C. Table of Contents

D. Cooperative Planning Document (Form is in Section XI of this RFP) **and Collaborative Structure**

- Identify all college/university departments, principal partner LEAs, other school districts, and others involved in the partnership.
- Describe the role and contribution of the teacher education unit, the arts and sciences unit and the high-need LEA.
- Evidence of collaboration and planning must be shown, including meeting dates, places, topics and names of participants and their position.
- Signatures of representatives from all partners involved in project planning are required.

E. Needs

- Identify specific mathematics, science or STEM content that the project will address and discuss the significance of these needs.
- Provide data relative to qualifying as a **high-need** LEA, as defined in Section III. Program Guidelines, A. Eligible Institutions on Page 2.
- Additional support for establishing need may come from school and/or district designations of *Academic Emergency* or *Academic Watch* based on Ohio Department of Education's Local Report Card and Accountability Information. School or district report cards may be obtained at <http://ilrc.ode.state.oh.us/>
- Consideration for establishing need may also come from districts with a typology of 1, 4, or 5 (*high poverty* or *very high poverty*) according to the Typology of Ohio School Districts, updated July 2007, from the Ohio Department of Education. Typology designations may be obtained at <http://www.ode.state.oh.us>.

F. Goals and Anticipated Outcomes

- Provide a statement of goals and anticipated outcomes.
- Goals should be measurable.

- Anticipated outcomes must address the effect of the project on the understanding and performance of the target audience, **including student achievement**.

G. Activities

- Describe how the activities will accomplish the goals of the project.
- Provide a detailed description of the proposed activities including: instructional content (subject matter, teaching strategies and student assessment techniques), a timetable, staff person responsible, relationship to project goals, number of contact hours and credit hours offered.
- Provide a description of the type of follow-up sessions planned, including the number of days and contact hours.

H. Alignment with Ohio's College and Career Ready Standards

- Describe in detail how goals, outcomes, and activities align with **Ohio's College and Career Ready Standards: (Common Core) Standards in Mathematics and (Ohio Revised) Standards in Science, and Ohio Achievement Assessment outcomes**.
Information may be obtained at: <http://www.ode.state.oh.us>.

I. Impact of Previous Project(s)

If the proposed project is an expansion or continuation of an earlier project conducted by the Project Director or proposing institution:

- Provide **specific evidence** of how the previously funded project improved teachers' classroom practice **AND** increased student achievement.
- If the previous project is still in progress, provide updated information of the accomplishments to date.

J. Plan for Recruitment of Participants

- Provide a detailed strategy, timetable, and method for recruiting teacher participants from the principal partner high-need LEA and other schools.
- Discuss plans for recruitment of under-qualified and/or out-of-field teachers.
- We encourage the inclusion of teachers of children with special needs or limited English proficiency.
- Include a realistic estimate of the number of participants who will be served by the project.

K. Evaluation Plan

- Describe evaluation methods and/or indicators of success and how these relate to the goals and anticipated outcomes.
- Describe the measurable impact that is expected on improving teachers' classroom practice and how it will increase **student achievement**.
- Provide a timeline for when the evaluation will be conducted.
- Care should be taken to select an evaluator who has no close ties to the project or project director. The vitae of the evaluator must be included in the vitae section.

L. Replication and Dissemination

- Describe the possible methods and/or plans for replication of exemplary features.
- Discuss plans for dissemination of results to other educators.

M. Proposal Budget Summary (Form is in Section XI of this RFP)

- Itemized budget reflecting both OBR-requested support and any cost-sharing and/or in-kind support.
- Copies of the Budget Summary form must be printed on **blue paper**.

N. Budget Explanation

- Provide a narrative for each cost in the budget. Describe the time involvement, roles, and responsibilities of the project director and staff members.

- Specify cost-sharing (university in-kind support, school district support, leveraged funds from other state and national sources, etc.)
- Be sure that the budget satisfies the **Special Rule - "no single participant in an eligible partnership may use more than 50% of the funds made available to the partnership."**

O. Vitae

- Provide a **one-page vitae** for each of the following: project director, project staff, evaluator, and graduate students and teacher leaders who have a major role in the project.
- Include listings of publications, papers, abstracts, and honors related to the proposed project only.

P. Current Funded Projects and Pending Proposals

- List current funded projects and pending proposals in which the project director and the associated staff members are involved.
- Include: Title of project, project period, percent of individual's annual time or support, total award, and funding agency.
- If there are no funded or pending proposals, enter "none" under this heading.

Q. References Cited

- Cite scientifically-based research that supports your proposal.
- Give full references for any materials cited in the narrative.

R. Intent to Submit Proposal (Form is in Section XI of this RFP)

- So that the OBR staff may plan for the proposal review process, please return the INTENT TO SUBMIT PROPOSAL form to the Ohio Board of Regents by September 24, 2012.

VI. PROPOSAL FORMAT

The proposal must be formatted in the following manner:

- Proposal narrative must not exceed **thirteen (13)** pages in length, excluding the cover page, abstract, cooperative planning document, budget summary (**blue paper**), budget explanation, vitae, letters of support, current projects and pending proposals information, and list of references cited.
- Narrative must be **double-spaced**.
- All major subject headings must be underlined and/or highlighted.
- Proper indentation and spacing must be used to offset the headings.
- Use readable print size, no smaller than 11 Times New Roman
- All pages must be numbered.

The Review Panel appreciates clear, concise, complete, carefully written, and proofread proposals that meet all guidelines. Appendices of **reasonable length** (generally less than 15 pages) may be included; however, there is no guarantee that the panel will review them completely. The review and selection process is described in Section VII of this Request for Proposals.

VII. PROPOSAL REVIEW PROCESS AND EVALUATION CRITERIA

All proposals will be reviewed and rated by a review panel to be chosen by the Improving Teacher Quality Program Staff of the Ohio Board of Regents. The panel will consist of representatives of appropriate disciplines from colleges, universities, schools, and professional organizations.

Proposals will be judged mainly on information contained in the proposal. However, the Program staff may provide additional information pertaining to previously funded Improving Teacher

Quality projects, such as documented ineffective activities or lower than budgeted participant numbers.

Proposals will be evaluated according to the following criteria:

1. Demonstrated Need and the Improvement of Instruction - Evidence of:

- Cooperative planning involving all three principal partner members.
- Agreement that proposed activities will meet the real needs of teachers and schools in the principal partner high-need LEA.
- Project design and evaluation that will provide a measurable improvement in the quality of teaching, the classroom performance of teachers, and measurable improvement in student learning and attitude.
- Demonstrated alignment with **Ohio's College and Career Ready Standards: (Common Core) Standards in Mathematics and (Ohio Revised) Standards in Science**.
- Design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- The extent to which the project could serve as a model that other institutions and schools could use to meet similar local needs.

2. Plan of Operation - Evidence that/of:

- Goals are reasonable, have been clearly identified and are linked to demonstrated needs.
- Anticipated outcomes have a high potential for success.
- Appropriate strategies are used to recruit targeted groups of teachers, especially from the principal partner high-need LEA.
- Members from the three principal partners were involved in the development of both the proposal and the activity planning.
- High quality activities and intensive follow-up sessions will be held in a reasonable timeframe.
- Proposed activities promote inquiry-based learning and problem solving, use research-based best practices and are consistent with state standards.

3. Evaluation - Extent to which the proposed method of evaluation:

- Adequately measures the achievement of the goals, the effectiveness of the project, and uses appropriate individuals as evaluators.
- Provides an evaluation of participant outcomes, i.e., improvement in teacher classroom attitudes, practices, subject matter knowledge **and increased student performance**.

4. Resources - Evidence that/of:

- Resources are adequate for meeting the goals.
- The proposing entity is committed to the project.
- The staff has qualifications and experience appropriate for their assignments.
- The time commitment by the staff is sufficient and appropriate.

5. Budget and Cost Effectiveness - Extent to which:

- The budget is clear, concise, and justified by the proposal narrative.
- Budget is appropriate and reasonable for the stated goals.
- Budget meets the RFP guidelines.
- Additional resources are provided, such as in-kind support, school district support, and matching funds from other local, state, and national sources.

6. Overall Organization - Extent to which:

- Proposed project has been well conceived and is appropriate for funding.

- Proposal format is organized, well-written, concise, complete, and meets the requirements stated in the RFP.

7. Additional Emphases - Extent to which the proposed project:

- Involves a plan to scale up a previously funded project or to replicate and/or disseminate a previously funded project in other regions of the state.
- Includes ways to help teachers assess student performance in the context of the project's activities.
- Utilizes an appropriate meeting site that encourages teacher participation from the principal partner high-need LEA.
- Involves a plan to recruit participants from several high-need LEAs.
- Incorporates a plan to recruit teams of teachers from the same school or district.
- Incorporates highly qualified teachers in the planning of, assistance with and instruction of the project's activities.
- Provides strong evidence of improvement in teachers' classroom practice AND increased student achievement from previously funded projects.

Recommendations based on the decisions of the review panel and the availability of funds will be made by January 21, 2013.

VIII. PROPOSAL SUBMISSION AND DEADLINES

Please return the INTENT TO SUBMIT PROPOSAL form by September 24, 2012.

An original and eight copies of the proposal, each stapled in the upper left corner, must be submitted. Please complete the Proposal Checklist and submit with your proposal.

Proposals must be received at the Ohio Board of Regents office by 5:00 p.m. on October 25, 2012. Late or incomplete proposals will not be accepted. We will not accept faxed or e-mailed proposals. Proposals must be submitted to the address below.

Submit proposals to:	<p>Dr. Russell O. Utgard Improving Teacher Quality Program Ohio Board of Regents 30 East Broad Street, 36th floor Columbus, Ohio 43215-3414</p>
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IX. AWARD NOTIFICATION AND OTHER PROCEDURAL INFORMATION

Approval of grant awards is expected to be made by January 21, 2013, contingent **upon the availability of funds** from the U.S. Department of Education. A grant will be issued to each successful college or university after the Ohio Board of Regents has received a signed agreement on the terms of the award from the grantee. Those receiving awards shall follow guidelines in the Code of Federal Regulations, including guidelines for all expenditures made in regard to their project.

Documentation of all costs, including costs and verification of assignment (with time sheets) of personnel designated to work on the project, is required. These records will be subject to audit. Interim, supplemental, and final reports are required from each project director receiving a grant. The Ohio Board of Regents will provide the format for these reports.

All institutions submitting a proposal will be notified in writing regarding the funding decision. Unsuccessful applicants may request the opportunity to discuss the evaluation comments with the Board of Regents professional staff.

On **Thursday, September 13, 2012 from 9:00 am - 11:00 am and again at 1:00 pm – 3:00 pm**, we will host an **information session** to provide information about the Improving Teacher Quality Program and to answer questions about the program and the RFP. The meeting will be held in the offices of the Ohio Board of Regents, 30 E. Broad Street, 36th Floor, Columbus, OH. Interested parties should contact Dr. Russell O. Utgard at rutgard@regents.state.oh.us or Patty Klein at pklein@regents.state.oh.us or (614) 466-1162, if you plan to attend a session.

Questions regarding The Ohio Board of Regents Improving Teacher Quality program should be addressed to Dr. Russell O. Utgard at rutgard@regents.state.oh.us or at (614) 466-6000.

X. LEGAL

The Board of Regents reserves the right to request additional information to assist in the review process, to require new applications from interested parties, to reject any or all applications responding, or to re-issue the announcement if it is determined that it is in the best interests of the State. Issuing this announcement does not bind the Board of Regents to making an award. The Board of Regents reserves the right to adjust the dates for this announcement for whatever reasons are deemed appropriate. The Board of Regents reserves the right to waive any non-substantive infractions made by an applicant, provided that the applicant cures such infraction upon request.

All costs incurred in preparation of a proposal shall be borne by the applicant. Proposal preparation costs are not recoverable under an award.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Board of Regents' knowledge, the information provided is accurate. However, the Board of Regents does not warrant such accuracy, and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. The Board of Regents retains the right to modify or withdraw this solicitation at any time, to the extent permitted by federal law. By submitting a proposal, applicants expressly agree to these terms.

XI. PROPOSAL FORMS (attached)

1. Proposal Cover Page
2. Abstract
3. Cooperative Planning Document
4. Proposal Budget Summary (two pages)
5. Intent to Submit Proposal
6. Proposal Checklist

XII. APPENDIX I

Definition of Terms (Definitions are from the Draft Guidance for Title II, Part A issued by the U.S. Department of Education on December 19, 2002.)

Highly Qualified Teacher:

- A. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in the State, it means that:
- The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, 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 the State's public charter school law; and
 - The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- B. When the term "highly qualified teacher" is used with respect to:
1. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
 - Holds at least a bachelor's degree; and
 - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of basic elementary school curriculum (which may consist of passing a State-required certification or licensing test(s) in reading, writing, and other areas of basic elementary school curriculum); or
 2. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) 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 performance on 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.
- C. 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 requirement of paragraph (A) above, holds at least a bachelor's degree, and:
- Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
 - Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
 - a. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - b. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teacher, principals, and school administrators;
 - c. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - d. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - e. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - f. Is made available to the public upon request; and
 - g. May involve multiple, objective measures of teacher competency.

Professional Development: The term "professional development":

- A. Includes activities that:
- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - Are an integral part of broad school wide and district wide educational improvement plans;

- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic standards;
- Improve classroom management skills;
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research; and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- Are aligned with and directly related to state academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards;
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- To extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

B. May include activities that:

- Involve the forming of partnerships with institutions of higher education to establish 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;
- Create programs to enable paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Scientifically Based Research: The term "scientifically based research":

A. 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

B. Includes research that --

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- 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 of different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

XIII. APPENDIX II

The list of Ohio school districts that qualify as high-need LEAs is based on poverty data from the U.S. Census Bureau, Small Area Estimates Branch and qualified teacher data from the Ohio Department of Education Highly Qualified Teacher Longitudinal Data. The list is by county. All data is obtained from the following sources: www.census.gov/hhes/www/saie/downloads/sd10/USSD10.xls, 2010 School District Estimates, Release date 11.2011 and www.ode.state.oh.us, Comprehensive HQT Longitudinal Data by School Districts and Community Schools, 2010-2011

District IRN	District Name	County	LEAs for which not less than 20% of the children served are from families with incomes below the poverty line	% Not Highly Qualified Teacher	% Not Properly Certified
061903	Adams County/Ohio Valley Local	Adams	28%	0.4%	1.8%
045765	Bath Local	Allen	21%	0.0%	2.2%
045773	Elida Local	Allen	21%	0.0%	0.5%
044222	Lima City	Allen	45%	0.7%	0.9%
043505	Ashland City	Ashland	20%	2.2%	0.0%
043810	Conneaut Area City	Ashtabula	23%	0.0%	0.2%
044057	Geneva Area City	Ashtabula	22%	0.0%	1.0%
045864	Grand Valley Local	Ashtabula	24%	0.5%	0.5%
045880	Pymatuning Valley Local	Ashtabula	22%	0.9%	4.7%
043521	Athens City	Athens	21%	0.0%	4.3%
044446	Nelsonville-York	Athens	27%	0.2%	1.3%
045922	Trimble Local	Athens	24%	2.7%	2.7%
045203	Barnesville Exempted Village	Belmont	22%	0.0%	0.3%
043570	Bellaire Local	Belmont	27%	2.1%	1.9%
045237	Bridgeport Exempted Village	Belmont	26%	0.0%	3.9%
044347	Martins Ferry City	Belmont	30%	0.0%	5.2%
046011	Union Local	Belmont	21%	0.0%	1.4%
046078	Ripley-Union-Lewis-Huntington Local	Brown	29%	0.3%	0.3%
045278	Carrollton Exempted Village	Carroll	24%	0.0%	0.6%
046276	Southeastern Local	Clark	21%	1.6%	0.9%
044818	Springfield City	Clark	38%	1.5%	3.3%
046243	Tecumseh Local	Clark	23%	0.4%	0.1%
046367	Williamsburg Local	Clermont	30%	0.5%	0.0%
046433	Crestview Local	Columbiana	20%	0.0%	1.1%
043919	East Liverpool City	Columbiana	32%	2.8%	1.4%
043927	East Palestine City	Columbiana	23%	0.9%	0.0%
10006	Salem City (044743)	Columbiana	26%	0.2%	0.2%
046441	Southern Local	Columbiana	34%	1.1%	0.0%
10008	Crestline Exempted Village (045344)	Crawford	27%	1.4%	0.0%
043794	Cleveland Heights-University Heights City	Cuyahoga	23%	0.0%	0.2%
043786	Cleveland Municipal	Cuyahoga	45%	4.0%	4.2%
043901	East Cleveland City	Cuyahoga	54%	7.7%	6.8%
043950	Euclid City	Cuyahoga	26%	1.8%	0.1%
044305	Maple Heights City	Cuyahoga	31%	1.0%	0.3%
046623	Ansonia Local	Darke	21%	0.4%	0.0%
044206	Lancaster City	Fairfield	21%	0.0%	0.6%
043802	Columbus City	Franklin	37%	0.6%	0.6%
046979	Groveport Madison Local	Franklin	24%	0.0%	0.1%
046953	Hamilton Local	Franklin	20%	0.3%	0.1%
047001	Reynoldsburg City	Franklin	21%	0.6%	0.3%
044800	South-Western City	Franklin	23%	0.4%	0.4%
065680	Gallia County Local	Gallia	27%	1.4%	0.1%

District IRN	District Name	County	LEAs for which not less than 20% of the children served are from families with incomes below the poverty line	% Not Highly Qualified Teacher	% Not Properly Certified
044032	Gallipolis City	Gallia	29%	0.0%	0.4%
047175	Cardinal Local	Geauga	26%	0.0%	2.0%
043968	Fairborn City	Greene	23%	0.2%	0.6%
045153	Xenia Community City	Greene	20%	0.5%	1.3%
069682	East Guernsey Local	Guernsey	31%	0.0%	1.6%
047308	Rolling Hills Local	Guernsey	29%	0.6%	0.6%
043752	Cincinnati City	Hamilton	40%	5.3%	4.9%
044230	Lockland Local	Hamilton	47%	0.0%	0.8%
044511	North College Hill City	Hamilton	29%	0.8%	0.8%
044578	Norwood City	Hamilton	35%	0.0%	1.1%
044677	Princeton City	Hamilton	24%	0.1%	0.5%
044693	Reading Community City	Hamilton	22%	0.0%	1.2%
044719	St. Bernard-Elmwood Place City	Hamilton	29%	1.5%	0.0%
047571	Holgate Local	Henry	20%	0.0%	4.0%
047613	Bright Local	Highland	24%	2.2%	2.2%
045401	Greenfield Exempted Village	Highland	29%	0.0%	0.8%
044123	Hillsboro City	Highland	26%	0.0%	0.3%
047639	Lynchburg-Clay Local	Highland	20%	0.4%	0.0%
044248	Logan-Hocking Local	Hocking	23%	0.0%	0.2%
047738	South Central Local	Huron	22%	1.8%	0.0%
044156	Jackson City	Jackson	29%	0.5%	0.1%
045021	Wellston City	Jackson	38%	0.8%	1.0%
047787	Buckeye Local	Jefferson	21%	0.0%	1.0%
047803	Indian Creek Local	Jefferson	21%	0.0%	3.5%
047837	Danville Local	Knox	23%	0.0%	1.5%
10012	Mount Vernon City (044420)	Knox	21%	1.0%	0.4%
045369	Fairport Harbor Exempted Village	Lake	20%	3.4%	7.4%
10015	Painesville City Local (044628)	Lake	35%	0.0%	1.2%
047944	Rock Hill Local	Lawrence	29%	0.9%	0.5%
047969	Symmes Valley Local	Lawrence	26%	3.3%	3.0%
043588	Bellefontaine City	Logan	32%	0.1%	0.1%
048082	Indian Lake Local	Logan	25%	0.4%	2.9%
043943	Elyria City	Lorain	29%	0.6%	0.4%
044263	Lorain City	Lorain	39%	2.7%	3.4%
044594	Oberlin City	Lorain	24%	1.0%	0.0%
044909	Toledo City	Lucas	37%	11.2%	5.7%
043703	Campbell City	Mahoning	32%	0.8%	0.0%
048355	Sebring Local	Mahoning	24%	0.0%	0.6%
045161	Youngstown City	Mahoning	42%	4.0%	2.4%
044339	Marion City	Marion	29%	0.8%	0.8%
048512	Eastern Local	Meigs	20%	3.9%	5.0%
048520	Meigs Local	Meigs	36%	1.1%	0.9%
045336	Covington Exempted Village	Miami	20%	2.5%	1.4%
044644	Piqua City	Miami	24%	0.0%	4.2%
048652	Switzerland of Ohio Local	Monroe	23%	0.8%	1.7%
043844	Dayton City	Montgomery	42%	0.9%	3.7%
048686	Jefferson Township Local	Montgomery	40%	2.7%	3.3%
048736	Northridge Local	Montgomery	44%	1.5%	3.9%
048694	Trotwood-Madison City	Montgomery	37%	0.0%	0.8%
045054	West Carrollton City	Montgomery	24%	0.0%	4.4%

District IRN	District Name	County	LEAs for which not less than 20% of the children served are from families with incomes below the poverty line	% Not Highly Qualified Teacher	% Not Properly Certified
048777	Morgan Local	Morgan	27%	0.5%	3.8%
048850	Maysville Local	Muskingum	26%	0.0%	0.3%
045179	Zanesville City	Muskingum	34%	0.6%	2.1%
049064	Southern Local	Perry	35%	0.0%	0.4%
049122	Eastern Local	Pike	34%	0.0%	4.1%
049130	Scioto Valley Local	Pike	30%	0.0%	15.9%
049148	Waverly City	Pike	30%	0.2%	1.8%
044164	Kent City	Portage	20%	0.0%	0.6%
044685	Ravenna City	Portage	22%	0.1%	0.9%
045666	Windham Exempted Village	Portage	28%	0.8%	0.4%
049270	National Trail Local	Preble	23%	1.2%	0.9%
049429	Crestview Local	Richland	22%	0.0%	0.8%
049452	Madison Local	Richland	21%	1.5%	0.3%
044297	Mansfield City	Richland	34%	2.7%	0.1%
049460	Plymouth-Shiloh Local	Richland	23%	4.3%	3.0%
049494	Adena Local	Ross	20%	0.0%	2.0%
049510	Paint Valley Local	Ross	22%	0.0%	0.8%
049528	Southeastern Local	Ross	22%	0.0%	2.1%
049536	Union-Scioto Local	Ross	28%	0.0%	1.1%
049593	Bloom-Vernon Local	Scioto	27%	2.1%	2.1%
049619	Green Local	Scioto	26%	0.0%	7.0%
049627	Minford Local	Scioto	22%	0.0%	2.7%
044461	New Boston Local	Scioto	44%	4.8%	2.0%
10027	Portsmouth City (044669)	Scioto	39%	0.0%	1.3%
049643	Valley Local	Scioto	24%	0.0%	0.7%
049668	Wheelersburg Local	Scioto	24%	0.0%	5.2%
10003	Sidney City (044784)	Shelby	20%	0.0%	0.1%
043497	Alliance City	Stark	35%	3.8%	0.0%
043711	Canton City	Stark	41%	0.0%	2.5%
049833	Canton Local	Stark	22%	0.0%	0.7%
044354	Massillon City	Stark	26%	0.0%	0.2%
049890	Minerva Local	Stark	22%	0.8%	1.0%
049916	Osnaburg Local	Stark	22%	0.0%	7.6%
043489	Akron City	Summit	33%	1.5%	2.8%
050120	Brookfield Local	Trumbull	27%	0.0%	0.3%
050245	LaBrae Local	Trumbull	29%	0.0%	1.1%
050195	Liberty Local	Trumbull	26%	0.7%	0.0%
050229	McDonald Local	Trumbull	24%	2.9%	5.7%
045567	Newton Falls Exempted Village	Trumbull	24%	0.0%	2.5%
050237	Southington Local	Trumbull	21%	0.5%	0.0%
044990	Warren City	Trumbull	45%	0.5%	0.6%
050252	Weathersfield Local	Trumbull	22%	1.4%	0.0%
10023	Van Wert City (044966)	Van Wert	21%	0.4%	1.5%
050492	Frontier Local	Washington	21%	2.1%	2.8%
10019	Marietta City (044321)	Washington	23%	0.5%	0.2%
050518	Wolf Creek Local	Washington	26%	5.0%	7.3%
045526	Montpelier Exempted Village	Williams	23%	0.0%	1.2%
050658	Stryker Local	Williams	20%	1.8%	0.0%

APPENDIX III. Ohio Counties with High-Need LEAs

Based on U.S. Census Bureau 2010 School District Estimates Release Date 11.2011 and Ohio Dept. of Education Comprehensive HQT Longitudinal Data by School Districts, 2010-2011



Counties highlighted in **dark gray** have high-need LEAs.
Please refer to the detailed listing on pages 14-16 for high-need LEAs within each county.

**PROPOSAL COVER PAGE
OHIO BOARD OF REGENTS
IMPROVING TEACHER QUALITY STATE
GRANTS PROGRAM
FY 2012**

Please check appropriate categories

Math Proposal _____
Science Proposal _____
Combined Math/Science _____

New Project _____
Continuation Project _____

1. INSTITUTION & PROJECT DIRECTOR

College/University _____
Street/Building/PO Box _____
City _____ State _____ Zip Code _____
Project Director(s) _____
Project Director _____ Phone # _____ Cell # _____ Email _____
Project Director _____ Phone # _____ Cell # _____ Email _____
Address _____
Department _____

2. PROJECT

Title _____
Discipline(s) _____
Number of Participants _____ Grade Levels _____
Contact Hours/Participant _____
Main Activities _____
Credit Hours (if any): Graduate _____ Undergraduate _____

3. BUDGET

Requested OBR Funds \$ _____ Total Budget \$ _____
OBR Cost per Teacher Participant _____
Budget based on (check one): Tuition _____ Direct Costs _____

4. COLLABORATING HIGH-NEED LEA PRINCIPAL PARTNER

Name (Print) _____ Signature _____
Title _____ High-need LEA _____ Date _____

5. CERTIFICATION AND ENDORSEMENT

The applicant certifies that to the best of my knowledge and belief, data in this proposal are true and correct, and those responsible for conducting the activity are requisitely responsible and capable. The institution endorses the goals of the project and agrees to participate and support its costs as outlined in the proposal.

Project Director _____ Title _____
Signature _____ Date _____
Institutional Representative _____ Title _____
Signature _____ Date _____

**OHIO BOARD OF REGENTS
IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM**

Abstract FY 2012

Project Title _____
College/University _____
Project Director(s) _____
Discipline(s) _____
Grade Levels _____
Requested OBR Support \$ _____

OHIO BOARD OF REGENTS IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

Cooperative Planning Document FY 2012

(Briefly describe the nature of the cooperation involved in the preparation of this proposal and the role of the three principal partners. Include meeting dates, places and topics.)

The following representatives of school districts were among the participants in proposal planning meetings (append names without signatures, of others).

Name, Position, School	Signature/Date
HIGH-NEED LEA PRINCIPAL PARTNER:	
1. _____ _____ _____	_____
IHE TEACHER EDUCATION PRINCIPAL PARTNER:	
2. _____ _____ _____	_____
IHE ARTS AND SCIENCES PRINCIPAL PARTNER:	
3. _____ _____ _____	_____
OTHER REPRESENTATIVE:	
4. _____ _____ _____	_____

IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM FY 2012 PROPOSAL BUDGET SUMMARY

INSTITUTION :		
PROJECT DIRECTOR :		
	Requested Program Funds	Other Funds
1. PERSONNEL COSTS (List separately with names & titles)		
A. Key Personnel (Faculty, Administrators) Salaries		
B. Key Personnel Fringe Benefits (at approved rates) (%)		
C. Support Personnel (Clerical, Assistants, etc.) Salaries		
D. Support Personnel Fringe Benefits (At approved rates) (%)		
TOTAL PERSONNEL COSTS (Salaries & Fringe Benefits)		
2. TUITION & FEES		
A. Tuition		
B. Fees (Registration, Instructional fees, etc.)		
3. PARTICIPANT COSTS (Provide details in budget explanation)		
A. Teacher Stipends (Rate of \$150 per 5-day week)		
B. Teacher Substitutes (Paid at local rate - Maximum of \$85/day)		
C. Food & Lodging		
D. Travel		
E. Books & Materials		
F. Other (Identify)		
TOTAL PARTICIPANT COSTS		

PROPOSAL BUDGET SUMMARY (CONTINUED)	Requested Program Funds	OtherFunds
4. CONTRACTUAL (Consultants, Evaluators, etc.) (Provide details in budget explanation)		
5. OTHER TRAVEL (Field trips, Meetings) (Provide details in budget explanation)		
6. SUPPLIES/MATERIALS (Provide details in budget explanation)		
A. Instructional Materials		
B. Other (Identify)		
7. EQUIPMENT (Rental, Purchase)		
8. SERVICES (Duplication, Publication, etc.) (Provide details in budget explanation)		
9. OTHER COSTS (Specify - Provide details in budget explanation)		
10. SUBTOTAL COSTS (Sum of items 1-9)		
11. INDIRECT COSTS (8% of subtotal costs)		
12. TOTAL COSTS (Sum of items 10 & 11)		
13. TOTAL REQUESTED PROGRAM FUNDS		

OHIO BOARD OF REGENTS IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

Intent to Submit Proposal FY 2012

Project Director _____

College/University _____

Address _____

Academic Department _____

Title of Proposed Project _____

Check the targeted discipline of your proposal(s)

Science

Mathematics

Combined Math/Science

Check those that will be targeted to apply to your proposal(s):

PreKindergarten

Primary (K-3)

Intermediate (4-6)

Middle (7-8)

High School (9-12)

Special Education, Inclusion or Resource Teachers

Please return by September 24, 2012

Dr. Russell O. Utgard
Improving Teacher Quality Program
Ohio Board of Regents
30 East Broad Street, 36th floor
Columbus, Ohio 43215-3414
Fax 614-466-5866
rutgard@regents.state.oh.us

OHIO BOARD OF REGENTS IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

Proposal Checklist FY 2012

Project Director _____
Project Title _____

Please complete this checklist and mail it with your proposal.

1. An original and eight (8) copies of the proposal are included.
(All stapled in the upper left corner.)

2. Proposal Cover Page:
 - All blanks completed
 - Signed by the Project Director and Institutional Representative
 - Signed by the Collaborating High-Need LEA Principal Partner

3. Cooperative Planning Document:
 - Signed by the High-Need LEA Principal Partner Representative
 - Signed by the IHE Teacher Education Principal Partner
 - Signed by the IHE Arts and Sciences Principal Partner
 - Signed by all other LEA representatives

4. Abstract:
 - All blanks completed

5. Budget Summary & Explanation:
 - Proposal Budget Summary forms on **blue paper**
 - A detailed budget explanation is included

6. **One-page** vitae for key personnel