



Department of  
Higher Education

**John R. Kasich**, Governor  
**John Carey**, Chancellor

# **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 MATHEMATICS, SCIENCE,  
STEM, AND OTHER EDUCATORS**

**Proposals Due November 4, 2015**

**FY 2015 Funds  
For the period from  
January 20, 2016 to May 31, 2017**

**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**

**September 23, 2015**

**OHIO DEPARTMENT OF HIGHER EDUCATION  
 IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM  
 FY 2015<sup>1</sup> REQUEST FOR PROPOSALS**

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<sup>1</sup> The Ohio Department of Higher Education is awarding sub-grants from funds awarded to the State of Ohio in Federal Funding Period July 1, 2015 to September 30, 2017 (under the Tydings Amendment) for professional development programs for Ohio Educators operating January 20, 2016 through May 31, 2017.

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## TIME TABLE

September 23, 2015	Issue Request for Proposals
October 7, 2015	Information Sessions (see below)
October 16, 2015	Return Intent to Submit Proposal Form (optional)
November 4, 2015	Proposals must be submitted electronically to the Ohio Department of Higher Education by 11:59 p.m.
November 6, 2015 through November 30, 2015	Review of Proposals by Review Panel
December 2015	Review Panel Meeting
January 20, 2016	Approval of proposals for funding

On Wednesday, October 7, 2015, from 9:00 to 11:00 a.m. and again from 1:00 to 3:00 p.m., the Ohio Department of Higher Education (ODHE) will host an information session to provide information about the Improving Teacher Quality Program and to answer questions about the program and the Request for Proposals (RFP). We encourage the attendance of representatives from all eligible institutions at this meeting. The meeting will be held in the offices of the Ohio Department of Higher Education at the following location:

Department of Education Building  
25 South Front Street  
2nd Floor  
Columbus, OH 43215

Interested parties must contact Dr. Russell Utgard at [rutgard@regents.state.oh.us](mailto:rutgard@regents.state.oh.us) or Megan Johnson at [mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us) or (614) 752-9532, if planning to attend a session.

## I. INTRODUCTION

The Improving Teacher Quality State Grants Program is funded under the Federal 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 Department of Higher Education (ODHE). The SAHE awards 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 Mathematics, Science, Technology, Engineering, and Mathematics (STEM)-related and other professional development to ensure that teachers provide challenging learning experiences for their students. Inclusion of a language literacy component to the professional development design is encouraged.

The Ohio Department of Higher Education expects to have available **approximately \$2.4 million** in federal fiscal year 2015 funds to support the Improving Teacher Quality Program. These funds will be awarded to colleges and universities under a competitive grant proposal process that focuses on Mathematics, Science, and other education programs operating between January 20, 2016 and May 31, 2017.

## II. THE OHIO DEPARTMENT OF HIGHER EDUCATION'S 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 Mathematics, Science, and other content. In alignment with the vision of the State Board of Education, the Ohio Department of Higher Education envisions that by bringing collegiate faculty in academic and educational disciplines together with elementary and secondary teachers of Mathematics, Science, and other disciplines, as well as 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, Science, and other disciplines. Furthermore, Ohioans will be able to better meet the needs of today's knowledge economy and the state's industries; citizens will have multiple literacies, including mathematic and scientific literacy, and more students will continue into post-secondary education and STEM-focused careers.

The Ohio Department of Higher Education invites Ohio public colleges and universities to submit proposals that contain validated ways of addressing the complex issues surrounding the teaching and learning of Mathematics, Science, and other disciplines. 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 I). The proposals should meet the needs of a significant number of teachers in public and private schools through a cost-effective approach.

It is the intent of the Ohio Department of Higher Education 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. Further, we want to provide a means to make highly effective professional development available to all Mathematics, Science and other teachers in support of student success in education-to-career pathways. The competitive nature of the Improving Teacher Quality Program and importance of elevating the knowledge and skills and multiple literacies of students dictate that these proposals result in positive changes in teachers, principals, and curriculum at the pre-college level to increase the achievement level of pre-kindergarten through grade 12 (PK-12) students, which is essential to individual well-being and long-term success.

### **III. PROGRAM GUIDELINES**

#### **A. Eligible Partnerships**

Shall include – three principal partners:

- (i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;
- (ii) a school of arts and sciences within an institution of higher education; and
- (iii) a high-need local educational agency.

May include – another local educational agency, a public charter (community) school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization, or a business. Community colleges which provide a two-year program that is acceptable for credit toward a bachelor's degree may be included in a partnership.

A high-need LEA is defined as an 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.

In Ohio, additional support for establishing need may come from a school and/or district's Achievement Performance Index rating of D or F based on Ohio Department of Education's School Report Card System and/or districts with a typology of 1, 4, 7 or 8 according to the 2013 School District Typology 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 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 high-need LEAs through:

1. Professional development (see definition in Appendix I) activities in Mathematics, Science, and other disciplines to ensure that:
  - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in Mathematics, Science, and other subjects to enhance PK-12 student learning on the Ohio Learning Standards
  - b. Principals have the instructional leadership skills to help them work more effectively with teachers of Mathematics, Science, and other disciplines to enhance student academic achievement
  - c. Inclusion of a language literacy component to the professional development design is encouraged.
  
2. Developing and providing assistance to LEAs to support sustained, high-quality professional development activities in Mathematics, Science, and other disciplines for teachers, highly qualified paraprofessionals, or school principals, that:
  - a. Ensure those individuals can teach students the skills and knowledge in Ohio Learning Standards, and are able to utilize the data from formative and summative assessments, including the state achievement tests, to improve instructional practices and increase student academic achievement;
  - b. 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
  - c. 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**

The Ohio Department of Higher Education encourages submission of proposals built on validated, effective, research-based strategies designed to meet the needs of Ohio teachers and principals in increasing student achievement and student preparedness for future success. Projects should have the potential for improving 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, Science, and other professional development needs. There must also be, from the onset, collaboration between faculty and teachers in the planning and implementation of project activities. Priority will be given to projects that include professional development in contextualizing Mathematics, Science, and other teaching to provide students an understanding of the applicability of the skills in careers and industry sectors needed for sustained economic growth in Ohio. Priority will also be

given to proposals with documented alignment to the LEA's school and/or district improvement plan and the LEA's use of Title II professional development funds. Inclusion of a language literacy component to the professional development design is encouraged.

Grant activities must focus on The Ohio Learning Standards as well as state assessment outcomes. Additional resources for these standards are available at these links:

- Ohio Mathematics Standards:  
<http://education.ohio.gov/Topics/Academic-Content-Standards/Mathematics>
- Ohio Science Standards:  
<http://education.ohio.gov/Topics/Academic-Content-Standards/Science>
- Ohio Early Learning and Development Standards:  
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>
- Ohio Pre-Kindergarten Mathematics Standards:  
<http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Mathematics/Ohio-Pre-Kindergarten-Content-Standards-%E2%80%93-Mathematics.pdf.aspx>
- Ohio English Language Arts Standards:  
<http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

Possible program delivery formats include, but are not limited to, institutes, seminars, intense summer and year-long courses, or combinations thereof. "One shot" trainings, conferences, and multi-day workshops will not be funded. Funds may not be used for conference attendance. 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 and involve collaboration with key employers from the region.

It is the intent of the Ohio Department of Higher Education, 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 content knowledge, pedagogical knowledge, classroom practice **and** increasing student learning outcomes 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, workshop or other activities meet the needs of the teachers to be served and the students they teach. Teachers and administrators in public and nonpublic elementary and secondary schools are encouraged to critically evaluate their inservice needs in Mathematics, Science, and other disciplines 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 divisions 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 district's need to improve teaching skills and content understanding as described by The Ohio Learning Standards in Mathematics and 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 Department of Higher Education 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 institutions, and to work cooperatively with existing initiatives in developing their proposals. Faculties with established programs are encouraged to explore, with their colleagues in other institutions, options for replicating their program models to meet the needs of teachers in other areas of the state.

#### **IV. BUDGET**

The Ohio Department of Higher Education recognizes the need to serve as many teachers and other qualified school personnel as possible with the Improving Teacher Quality Program. ODHE 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 ODHE 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 and Benefits** - Salaries for instruction cannot be charged to ODHE-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 \$100 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. Private school substitutes must be paid with funds from another source.
8. **Lodging Expenses** – Must adhere to federal and state limitations. In most cases using grant funds to pay for food and beverages is not justified. Residential programs must have reasonable lodging expenses.
9. **Travel and Meeting Expenses for Project Staff and Participants** – Reasonable expenses, in accordance with federal travel rules, for participants at state and local meetings. 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** – There is a maximum amount of \$500 for each item. Total equipment costs must be less than 15 percent of ODHE 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 percent 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 8.0 percent of the total direct costs may be charged.

The Code of Federal Regulations Title 34, parts 74 through 99 (i.e., Education Department 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 ODHE 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 20, 2016, until May 31, 2017.

## 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 A 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 B 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 participant and PK-12 student learning outcomes.

### C. **Cooperative Planning Document** (Form C 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.

### D. **Narrative (provided as file upload or attachment) – Requisite Elements:**

#### a. **Table of Contents**

#### b. **Needs**

- Identify specific Mathematics, Science, or other 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 7.
- Additional support for establishing need may come from a school and/or district Achievement Performance Index rating of D or F based on Ohio

Department of Education's School Report Card System. School or district rating data are available at:

<http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>

- Consideration for establishing need may also come from districts with a typology of 1, 4, 7 or 8 (high or very high student poverty) according to the 2013 School District Typology from the Ohio Department of Education. Typology designations are available at:  
<http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Typology-of-Ohio-School-Districts>

**c. Goals and Anticipated Outcomes**

- Provide a statement of goals and anticipated outcomes utilizing a Logic Model to assess the causal relationships between the elements of the program and the goals and anticipated outcomes, including outcomes for the educator participants and the PK-12 students they teach.
- Goals should be specific, measurable and realistic for the term of project. Measurement must include Ohio School Report Card and School Achievement Data.
- Anticipated outcomes must address the effect of the project on the understanding and performance of the target audience and must also address anticipated outcomes of student achievement. Outcomes must be demonstrated through Ohio School Report Card and School Achievement Data.

**d. Operations Planning and Proposed Activities**

- Provide a rationale for the proposed activities, describing how they will accomplish the project goals.
- Provide a detailed description of the proposed activities including:
  - instructional content (subject matter, teaching strategies and student assessment techniques);
  - timeline and roles/responsibilities chart;
  - relationship to project goals; and
  - 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.

**e. Alignment with The Ohio Learning Standards and the Ohio Professional Development Standards**

- Describe in detail how goals, outcomes, and activities align with The Ohio Learning Standards in Mathematics and in Science, Ohio Achievement Assessment outcomes and Ohio Standards for Professional Development. Information may be obtained at:  
<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/>  
<http://education.ohio.gov/Topics/Testing/Ohio-Achievement-Assessments/>  
<http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/>

**f. 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' content knowledge, pedagogical knowledge and classroom practice.
- Additional quantitative and qualitative evidence must be provided of how the previously funded project increased PK-12 student learning.
- If the proposed project plans to serve the same schools or districts, include historical evidence of improved teacher knowledge and increased PK-12 student learning.
- If the previous project is still in progress, provide updated information of the accomplishments to date.

**g. 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.
- If the proposed project is an expansion or continuation of an earlier project, include plans for recruitment of participants from the same schools.

**h. Evaluation Plan**

- Explain how baseline data were gathered, measured, and analyzed to inform the project design.
- Provide the research basis (with citations) for the program design how the project incorporates activities that use scientifically-based research on instructional strategies and highly effective practices for professional development and PK-12 learning. Include citations.
- Please provide projections of improvement over baseline data and provide citations for the basis of these projections.
- Provide internal and external evaluation plans that include appropriate measures/data sources for each output and outcome, a description of the data analysis methods, and timelines for data collection and analysis.
- Describe the measurable impact that is expected on improving teachers' content knowledge, pedagogical knowledge, classroom practice and how it will increase PK-12 student learning outcomes. Describe the internal and external evaluation plans to measure the project's impact on PK-12 student learning.
  - Outcomes must include but are not limited to teacher pre/post content gains, student achievement on focus content through State assessments or valid and reliable student tests administered by the LEA.
  - Results of teacher or project-designed pre/post student and teacher assessments, including reliability scores.
- Internal Evaluation Plan

- Provide a timeline for when the internal evaluation will be conducted, beginning with the gathering and reporting of baseline data.
- Describe how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
  - The 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; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.
  - Describe how you will demonstrate validity and reliability if using teacher or project designed pre/post student, teacher participant, or administrator participant tests.
  - Describe the internal evaluation team members and their respective roles in the evaluation.
  - Provide assurances of commitments from LEAs to conduct standardized tests and provide access to student scores for purposes of program evaluation.
- External Evaluation Plan
  - The external evaluation must employ valid, reliable assessments of program outcomes.
  - The external evaluator must not have close ties to the project or project director. The vitae of the evaluator must be included in the vitae section.
  - Allowable funds for the external evaluation will be limited to five (5) percent of the award.
  - Provide a timeline for when the external evaluation will be conducted, beginning with the gathering and reporting of baseline data.
  - Describe how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
    - The external 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; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.

**i. Replication and Dissemination**

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

**E. Proposal Budget Summary (Form D in Section XI of this RFP)**

- Itemized budget reflecting both ODHE-requested support and any cost-sharing and/or in-kind support.

**F. Budget Explanation (provided as file upload or attachment)**

- Provide a narrative for each expenditure 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 percent of the funds made available to the partnership."

#### **G. Vitae**

- Provide a one-page vitae for each of the following: project director, IHE faculty, project staff, evaluator, 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.

#### **H. 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.

#### **I. References Cited**

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

#### **J. Intent to Submit Proposal** (Form E in Section XI of this RFP)

Also available for download at <https://www.ohiohighered.org/itqp>)

- So that the ODHE staff may plan for the proposal review process, please return the INTENT TO SUBMIT PROPOSAL form to the Ohio Department of Higher Education by October 16, 2015.

## **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, budget explanation, vitae, letters of support (including a letter of support from the LEA principal partner superintendent), 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.
- Documents must include only Times New Roman at least 11 point in size.
- 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 (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 Department of Higher Education. 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:

### **A. Proposal Format**

- Proposal format meets the requirements provided in Section VI. Proposal Format.
- Proposal is complete, informative, and includes: (A) Cover Page; (B) Abstract; (C) All requisite elements in Narrative (Table of Contents, Needs, Goals and Anticipated Outcomes, Activities, Alignment with Ohio Learning Standards and Ohio Professional Development Standards, Impact of Previous Project, Plan for Recruitment of Participants, Evaluation Plan, Replication and Dissemination; (D) Cooperative Planning Document.

### **B. Cooperative Planning Document and Collaborative Structure**

- Cooperative planning involving all three principal partner members
- Research-based evidence that the proposed activities will meet specific and realistic needs of teachers and schools in the principal partner high-need LEA
- Research-based evidence that the project design and evaluation that will provide measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice
- Research-based evidence that the project design and evaluation will provide measurable increases in PK-12 student learning
- Demonstrated alignment with The Ohio Learning Standards
- Project design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- Project design could serve as a model that other institutions and schools could use to meet similar local needs

### **C. Demonstrated Need and the Improvement of Instruction**

Proposal must include evidence of:

- Specific content that the project will address and the significance of these needs, including the alignment to the Ohio Learning Standards
- Data relative to qualifying as a high-need LEA, as defined in Section III. Program Guidelines, A. Eligible Institutions on Page 7.

- Research-based evidence that the proposed activities will provide measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice.
- Project design and evaluation that will provide measurable increases in PK-12 student learning.
- Design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- The project's ability to serve as a model that other institutions and schools could use to meet similar local needs

#### **D. Goals and Anticipated Outcomes**

- Provide a statement of goals and anticipated outcomes utilizing a Logic Model to assess the causal relationships between the elements of the program and the goals and anticipated outcomes, including outcomes for the educator participants and the PK-12 students they teach.
- Goals should be specific, measurable and realistic for the term of project. Measurement must include Ohio School Report Card and School Achievement Data.
- Anticipated outcomes must address the effect of the project on the understanding and performance of the target audience and must also address anticipated outcomes of student achievement. Outcomes must be demonstrated through Ohio School Report Card and School Achievement Data.

#### **E. Operations Planning and Proposed Activities**

- Provide a rationale for the proposed activities, describing how they will accomplish the project goals.
- Provide a detailed description of the proposed activities including:
  - instructional content (subject matter, teaching strategies and student assessment techniques);
  - timeline and roles/responsibilities chart;
  - relationship to project goals; and
  - 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.

#### **F. Alignment with the Ohio Learning Standards and the Ohio Professional Development Standards**

- Describe in detail how goals, outcomes, and activities align with The Ohio Learning Standards, Ohio Achievement Assessment outcomes and Ohio Standards for Professional Development. Information may be obtained at: <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/> <http://education.ohio.gov/Topics/Testing/Ohio-Achievement-Assessments/> <http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/>

#### **G. Impact of Previous Project(s) (if applicable)**

- 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' content knowledge, pedagogical knowledge and classroom practice.

- Additional quantitative and qualitative evidence must be provided of how the previously funded project increased PK-12 student learning.
- If the proposed project plans to serve the same schools or districts, include historical evidence of improved teacher knowledge and increased PK-12 student learning.
- If the previous project is still in progress, provide updated information of the accomplishments to date.

#### **H. 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.
- If the proposed project is an expansion or continuation of an earlier project, include plans for recruitment of participants from the same schools.

#### **I. Evaluation Plan**

- Explain how baseline data were gathered, measured, and analyzed to inform the project design.
- Provide the research basis (with citations) for the program design how the project incorporates activities that use scientifically-based research on instructional strategies and highly effective practices for professional development and PK-12 learning. Include citations.
- Please provide projections of improvement over baseline data and provide citations for the basis of these projections.
- Provide internal and external evaluation plans that include appropriate measures/data sources for each output and outcome, a description of the data analysis methods, and timelines for data collection and analysis.
- Describe the measurable impact that is expected on improving teachers' content knowledge, pedagogical knowledge, classroom practice and how it will increase PK-12 student learning outcomes. Describe the internal and external evaluation plans to measure the project's impact on PK-12 student learning.
  - Outcomes must include but are not limited to teacher pre/post content gains, student achievement on focus content through State assessments or valid and reliable student tests administered by the LEA.
  - Results of teacher or project-designed pre/post student and teacher assessments, including reliability scores.
- Internal Evaluation Plan
  - Provide a timeline for when the internal evaluation will be conducted, beginning with the gathering and reporting of baseline data.

- Describe how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
  - The 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; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.
  - Describe how you will demonstrate validity and reliability if using teacher or project designed pre/post student, teacher participant, or administrator participant tests.
  - Describe the internal evaluation team members and their respective roles in the evaluation.
  - Provide assurances of commitments from LEAs to conduct standardized tests and provide access to student scores for purposes of program evaluation.
- External Evaluation Plan
  - The external evaluation must employ valid, reliable assessments of program outcomes.
  - The external evaluator must not have close ties to the project or project director. The vitae of the evaluator must be included in the vitae section.
  - Allowable funds for the external evaluation will be limited to five (5) percent of the award.
  - Provide a timeline for when the external evaluation will be conducted, beginning with the gathering and reporting of baseline data.
  - Describe how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
    - The external 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; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.

**J. Replication and Dissemination**

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

**K. Proposal Budget Summary (Form D in Section XI of this RFP)**

- Itemized budget reflecting both ODHE-requested support and any cost-sharing and/or in-kind support.

**L. Budget Explanation (provided as file upload or attachment)**

- Provide a narrative for each expenditure 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 percent of the funds made available to the partnership."

**M. Vitae (provided as file upload or attachments)**

- Provide a one-page vitae for each of the following: project director, IHE faculty, project staff, evaluator, 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.

**N. 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.
  - Provide the following details: 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.

**O. References Cited**

- Provide a listing of all scientifically-based research cited that support the proposal design, including references for any materials cited in the narrative.

**P. 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. (Refer to Appendix II and III.)
- 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 historical evidence of improvement in teachers' content knowledge, pedagogical knowledge, and classroom practice.
- Provides historical evidence of increased PK-12 student learning outcomes as the result of teacher participation in previously funded projects.

Recommendations based on the decisions of the review panel and the availability of funds will be made by January 20, 2016.

## VIII. PROPOSAL SUBMISSION AND DEADLINES

Please email the INTENT TO SUBMIT PROPOSAL (Form E) by October 16, 2015 to Dr. Russell O. Utgard c/o Megan Johnson at [mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us).

An electronic version of the proposal must be submitted. Please complete the Proposal Checklist and submit with your proposal.

**Proposals must be received by the Ohio Department of Higher Education by 11:59 p.m. on November 4, 2015. Late or incomplete proposals will not be accepted. Proposals must be submitted via email to the address below.**

Submit proposals via email to: Dr. Russell O. Utgard  
c/o Megan Johnson at [mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us)

## IX. AWARD NOTIFICATION AND OTHER PROCEDURAL INFORMATION

Approval of grant awards is expected to be made by January 20, 2016, 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 Department of Higher Education 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 Department of Higher Education 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 Ohio Department of Higher Education's professional staff.

On Wednesday, October 7, 2015 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 Department of Higher Education at the Department of Education, 25 South Front Street 2nd Floor, Columbus, OH. Interested parties must contact Dr. Russell O. Utgard at [rutgard@regents.state.oh.us](mailto:rutgard@regents.state.oh.us) or Megan Johnson at [mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us) or (614) 752-9532, if you plan to attend a session.

Questions regarding The Ohio Department of Higher Education Improving Teacher Quality program should be addressed to Dr. Russell O. Utgard at [rutgard@regents.state.oh.us](mailto:rutgard@regents.state.oh.us) or at (614) 752-9532.

## **X. LEGAL**

The Ohio Department of Higher Education 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, 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 Ohio Department of Higher Education to making an award. The Ohio Department of Higher Education reserves the right to adjust the dates for this announcement for whatever reasons are deemed appropriate. The Ohio Department of Higher Education 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.

All information submitted in response to this RFP is public information unless a statutory exception exists that exempts it from public release under the Ohio Public Records Act in Section 149.43 of the Ohio Revised Code

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Ohio Department of Higher Education's knowledge, the information provided is accurate. However, the Ohio Department of Higher Education 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 Ohio Department of Higher Education 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 (*Included in Section XV of this document and available for download at <https://www.ohiohighered.org/itqp>*)**

1. Proposal Cover Page (Form A)
2. Abstract (Form B)
3. Cooperative Planning Document (Form C)
4. Proposal Budget Summary (Form D, two pages)
5. Intent to Submit Proposal (Form E)
6. Proposal Checklist (Form F)

## **XII. APPENDIX I – DEFINITION OF TERMS**

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:

- 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
- 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:

- 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;
- Strengthen 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 or 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 – OHIO QUALIFYING HIGH NEED LEAs

The list of Ohio school districts that qualify as high need LEAs, which are eligible to serve as principal partners, is based on poverty data from the U.S. Census Bureau School District Estimates and qualified teacher data from the Ohio Department of Education District Data Teacher Information. Data are obtained from the following sources:

- <http://www.census.gov/did/www/saipe/data/schools/data/2013.html>  
 USSD13.xls, School District Estimates for 2013, Release date December 2014

Community schools are also eligible to participate as a principal partner as long as 20 percent or more of the school’s students qualify for free meals under the National School Lunch Program.

District IRN	District Name	County	2013 Poverty Estimates
061903	Adams County/Ohio Valley Local	Adams	32%
000442	Manchester Local (00537)	Adams	30%
044222	Lima City	Allen	36%
045781	Perry Local	Allen	27%
045468	Loudonville-Perrysville Exempted Village	Ashland	20%
043513	Ashtabula Area City	Ashtabula	32%
043810	Conneaut Area City	Ashtabula	26%
044057	Geneva Area City	Ashtabula	23%
045864	Grand Valley Local	Ashtabula	20%
045880	Pymatuning Valley Local	Ashtabula	30%
045906	Alexander Local	Athens	25%
043521	Athens City	Athens	26%
045914	Federal Hocking Local	Athens	27%
044446	Nelsonville-York City	Athens	26%
045922	Trimble Local	Athens	37%
045203	Barnesville Exempted Village	Belmont	21%
043570	Bellaire Local	Belmont	36%
045237	Bridgeport Exempted Village	Belmont	34%
044347	Martins Ferry City	Belmont	31%
046037	Eastern Local	Brown	22%
045377	Georgetown Exempted Village	Brown	23%
046078	Ripley-Union-Lewis-Huntington Local	Brown	28%
046060	Western Brown Local	Brown	20%
044107	Hamilton City	Butler	28%
044404	Middletown City	Butler	29%
046136	New Miami Local	Butler	30%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
046177	Brown Local	Carroll	20%
044941	Urbana City District	Champaign	21%
046276	Southeastern Local	Clark	20%
044818	Springfield City	Clark	39%
046243	Tecumseh Local	Clark	24%
046367	Williamsburg Local	Clermont	26%
046383	Blanchester Local	Clinton	22%
046409	East Clinton Local	Clinton	25%
045112	Wilmington City	Clinton	26%
046433	Crestview Local	Columbiana	21%
043919	East Liverpool City	Columbiana	34%
043927	East Palestine City	Columbiana	24%
045443	Leetonia Exempted Village (10007)	Columbiana	24%
045450	Lisbon Exempted Village	Columbiana	26%
044743	Salem City (10006)	Columbiana	24%
046441	Southern Local	Columbiana	23%
046458	United Local	Columbiana	23%
045039	Wellsville Local	Columbiana	38%
043828	Coshocton City	Coshocton	28%
043687	Bucyrus City	Crawford	29%
045344	Crestline Exempted Village (10008)	Crawford	29%
044024	Galion City	Crawford	26%
046524	Wynford Local	Crawford	20%
043562	Bedford City (10017)	Cuyahoga	23%
043653	Brooklyn City	Cuyahoga	23%
043794	Cleveland Heights-University Heights City	Cuyahoga	23%
043786	Cleveland Municipal	Cuyahoga	46%
043901	East Cleveland City	Cuyahoga	53%
043950	Euclid City	Cuyahoga	28%
044040	Garfield Heights City	Cuyahoga	26%
044198	Lakewood City	Cuyahoga	23%
044305	Maple Heights City	Cuyahoga	34%
046599	Richmond Heights Local	Cuyahoga	22%
045005	Warrensville Heights City	Cuyahoga	34%
046623	Ansonia Local	Darke	27%
044099	Greenville City	Darke	24%
046672	Mississinawa Valley Local	Darke	24%
044743	Sandusky City	Erie	36%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
046854	Berne Union Local	Fairfield	21%
044206	Lancaster City	Fairfield	20%
046920	Miami Trace Local (10010)	Fayette	22%
045013	Washington Court House City (10011)	Fayette	26%
043802	Columbus City	Franklin	39%
046979	Groveport Madison Local	Franklin	26%
046953	Hamilton Local	Franklin	24%
047001	Reynoldsburg City	Franklin	21%
044800	South-Western City	Franklin	23%
045070	Whitehall City	Franklin	35%
065680	Gallia County Local	Gallia	29%
044032	Gallipolis City	Gallia	31%
043968	Fairborn City	Greene	24%
045153	Xenia Community City	Greene	22%
043695	Cambridge City	Guernsey	35%
069682	East Guernsey Local	Guernsey	28%
047308	Rolling Hills Local	Guernsey	32%
043752	Cincinnati City	Hamilton	36%
044230	Lockland Local	Hamilton	40%
044412	Mount Healthy City	Hamilton	30%
044511	North College Hill City	Hamilton	29%
044578	Norwood City	Hamilton	29%
044677	Princeton City	Hamilton	21%
044693	Reading Community City	Hamilton	28%
044719	St. Bernard-Elmwood Place City	Hamilton	29%
044081	Winton Woods City	Hamilton	23%
044172	Kenton City (10025)	Hardin	24%
047506	Ridgemont Local	Hardin	20%
047548	Conotton Valley Union Local	Harrison	25%
045245	Harrison Hills City	Harrison	24%
047613	Bright Local	Highland	26%
047621	Fairfield Local	Highland	22%
045401	Greenfield Exempted Village	Highland	34%
044123	Hillsboro City	Highland	33%
047639	Lynchburg-Clay Local	Highland	26%
044248	Logan-Hocking Local	Hocking	25%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
044560	Norwalk City	Huron	23%
045096	Willard City	Huron	27%
044156	Jackson City	Jackson	24%
047761	Oak Hill Union Local	Jackson	23%
045021	Wellston City	Jackson	32%
047787	Buckeye Local	Jefferson	20%
044826	Steubenville City	Jefferson	39%
044917	Toronto City	Jefferson	28%
047837	Danville Local	Knox	24%
047845	East Knox Local (10013)	Knox	20%
047852	Fredericktown Local	Knox	20%
044420	Mount Vernon City (10012)	Knox	21%
045369	Fairport Harbor Exempted Village	Lake	25%
044628	Painesville City Local (10015)	Lake	31%
045294	Chesapeake Union Exempted Village	Lawrence	21%
047928	Dawson-Bryant Local	Lawrence	25%
044149	Ironton City	Lawrence	28%
047944	Rock Hill Local	Lawrence	29%
047951	South Point Local	Lawrence	34%
047969	Symmes Valley Local	Lawrence	25%
044453	Newark City	Licking	25%
048132	Clearview Local	Lorain	34%
043943	Elyria City	Lorain	30%
044263	Lorain City	Lorain	40%
044594	Oberlin City	Lorain	20%
048223	Springfield Local	Lucas	21%
044909	Toledo City	Lucas	38%
048231	Washington Local	Lucas	24%
043703	Campbell City	Mahoning	34%
048330	Lowellville Local	Mahoning	21%
048355	Sebring Local	Mahoning	21%
044859	Struthers City	Mahoning	25%
045161	Youngstown City	Mahoning	44%
044339	Marion City	Marion	29%
048520	Meigs Local	Meigs	33%
048538	Southern Local	Meigs	21%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
045229	Bradford Exempted Village	Miami	21%
044644	Piqua City	Miami	22%
048652	Switzerland of Ohio Local	Monroe	22%
043844	Dayton City	Montgomery	45%
048751	Huber Heights City	Montgomery	20%
048686	Jefferson Township Local	Montgomery	30%
048702	Mad River Local	Montgomery	24%
048710	New Lebanon Local	Montgomery	20%
048736	Northridge Local	Montgomery	48%
048694	Trotwood-Madison City	Montgomery	41%
045054	West Carrollton City	Montgomery	26%
048777	Morgan Local	Morgan	30%
048819	Northmor Local	Morrow	23%
048843	Franklin Local	Muskingum	26%
048850	Maysville Local	Muskingum	30%
048884	West Muskingum Local	Muskingum	22%
045179	Zanesville City	Muskingum	39%
048900	Noble Local	Noble	24%
048934	Danbury Local	Ottawa	23%
045351	Crooksville Exempted Village	Perry	23%
044479	New Lexington City	Perry	27%
049064	Southern Local	Perry	39%
043760	Circleville City	Pickaway	24%
049122	Eastern Local	Pike	32%
049130	Scioto Valley Local	Pike	27%
049148	Waverly City	Pike	29%
049155	Western Local	Pike	41%
044164	Kent City	Portage	22%
044685	Ravenna City	Portage	26%
045666	Windham Exempted Village	Portage	29%
049353	Leipsic Local	Putnam	20%
049452	Madison Local	Richland	24%
044297	Mansfield City	Richland	39%
043745	Chillicothe City	Ross	32%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
049502	Huntington Local	Ross	25%
049510	Paint Valley Local	Ross	22%
049528	Southeastern Local	Ross	25%
049536	Union-Scioto Local	Ross	30%
044016	Fremont City	Sandusky	22%
049601	Clay Local (10026)	Scioto	23%
049619	Green Local	Scioto	32%
049627	Minford Local	Scioto	20%
044461	New Boston Local	Scioto	50%
049635	Northwest Local	Scioto	25%
044669	Portsmouth City (10027)	Scioto	39%
049643	Valley Local	Scioto	27%
049650	Washington-Nile Local	Scioto	26%
049668	Wheelersburg Local	Scioto	26%
043992	Fostoria City	Seneca	28%
043497	Alliance City	Stark	32%
043711	Canton City	Stark	43%
049833	Canton Local	Stark	21%
044354	Massillon City	Stark	27%
049940	Sandy Valley Local	Stark	20%
043489	Akron City	Summit	35%
043539	Barberton City	Summit	27%
050039	Mogadore Local	Summit	24%
050096	Bloomfield-Mespo Local	Trumbull	29%
050112	Bristol Local	Trumbull	24%
050120	Brookfield Local	Trumbull	29%
044065	Girard City	Trumbull	32%
050161	Howland Local	Trumbull	20%
045427	Hubbard Exempted Village	Trumbull	21%
050179	Joseph Badger Local	Trumbull	26%
050245	LaBrae Local	Trumbull	32%
050195	Liberty Local	Trumbull	28%
050203	Lordstown Local	Trumbull	21%
050211	Maplewood Local	Trumbull	20%
050153	Mathews Local	Trumbull	25%
050229	McDonald Local	Trumbull	29%
045567	Newton Falls Exempted Village	Trumbull	24%
044495	Niles City	Trumbull	37%
050237	Southington Local	Trumbull	21%
044990	Warren City	Trumbull	54%
050252	Weathersfield Local	Trumbull	25%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2013 Poverty Estimates</b>
043778	Claymont City	Tuscarawas	28%
050278	Garaway Local	Tuscarawas	21%
044487	New Philadelphia City	Tuscarawas	21%
045542	Newcomerstown Exempted Village	Tuscarawas	34%
050393	Vinton County Local	Vinton	31%
043604	Belpre City	Washington	26%
050492	Frontier Local	Washington	22%
044321	Marietta City (10019)	Washington	23%
044610	Orrville City	Wayne	22%
050583	Southeast Local	Wayne	23%
045120	Wooster City (10032)	Wayne	21%
045526	Montpelier Exempted Village	Williams	20%

**PROPOSAL COVER PAGE - Form A**  
**OHIO DEPARTMENT OF HIGHER EDUCATION**  
**IMPROVING TEACHER QUALITY**  
**STATE GRANTS PROGRAM FY 2015**

Please check appropriate categories

Math Proposal \_\_\_\_\_  
 Science Proposal \_\_\_\_\_  
 Combined/Other \_\_\_\_\_

New Project \_\_\_\_\_  
 Continuation Project \_\_\_\_\_

**1. INSTITUTION & PROJECT DIRECTOR**

College/University \_\_\_\_\_  
 Street/Building/PO \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Project Director(s) \_\_\_\_\_  
 Project Director Phone # \_\_\_\_\_ Mobile # \_\_\_\_\_ Email \_\_\_\_\_  
 Project Director Phone # \_\_\_\_\_ Mobile # \_\_\_\_\_ Email \_\_\_\_\_  
 Address \_\_\_\_\_  
 Department \_\_\_\_\_

**2. PROJECT**

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

**3. BUDGET**

Requested ODHE Funds \_\_\_\_\_ Total Budget \$ \_\_\_\_\_  
(Automatically populated from Budget Form)  
 ODHE Cost per 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 Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2015 Abstract - Form B**

Project Title

College/University

Project Director(s)

Discipline(s)

Grade Levels

Requested ODHE Support

(Auto entry from Budget Form)

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(Limit abstract to one page)



**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2015 Proposal Budget Summary - Form D**

INSTITUTION :		
PROJECT DIRECTOR :		
	<b>Requested Program Funds</b>	<b>Other Funds</b>
<b>1. PERSONNEL COSTS</b> (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) ( %)		
<b>TOTAL PERSONNEL COSTS (Salaries &amp; Fringe Benefits)</b> <b>(Automatically calculated from other entries)</b>		
<b>2. TUITION &amp; FEES</b>		
A. Tuition		
B. Fees (Registration, Instructional fees, etc.)		
<b>3. PARTICIPANT COSTS</b> (Provide details in budget explanation)		
A. Teacher Stipends (Rate of \$150 per 5-day week)		
B. Teacher Substitutes (Paid at local rate - Maximum of \$100/day)		
C. Lodging		
D. Travel		
E. Books & Materials		
F. Other (Identify)		
<b>TOTAL PARTICIPANT COSTS</b> <b>(Automatically calculated from other entries)</b>		

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

**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2015 Intent to Submit Proposal - Form E**

Project Director

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College/University

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Address

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Academic Department

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Title of Proposed Project

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Check the targeted discipline of your proposal(s)

Science

Mathematics

Combined Mathematics/Science

Check all targeted grade bands of 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 via email by October 16, 2015**

**Dr. Russell O. Utgard  
Improving Teacher Quality Program  
c/o Megan Johnson  
[mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us)**

**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2015 Proposal Checklist - Form F**

Project Director

Project Title

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Please complete this checklist and email it with your proposal.

1. Electronic version of the proposal
  
2. Proposal cover page 
  - All fields/blanks completed
  - Signed by Project Director and Institutional Representative
  - Signed by Collaborating High-Need LEA Principal Partner
  
3. Cooperative Planning Document 
  - Signed by the High-Need LEA Principal and 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 fields/blanks completed
  
5. Budget Summary and Explanation 
  - Proposal Budget Summary Forms
  - Detailed Budget Explanation
  
6. One-page Curriculum Vitae for Key Personnel
  
7. Proposal format adheres to the specifications outlined on p. 12 of RFP

**Submit completed Proposal Forms, Proposal and Checklist  
by 11:59 p.m., Wednesday, November 4, 2015  
to Dr. Russell Utgard  
c/o Megan Johnson at [mjohnson@regents.state.oh.us](mailto:mjohnson@regents.state.oh.us)**

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
APPENDIX III - FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
Low Average High Quality	5 Outstanding
	4 Excellent
	3 Good
	2 Fair
	1 Poor
0 Not responsive to RFP or missing information	

COLLEGE/UNIVERSITY

PROPOSAL ID NUMBER 15-  REVIEWER ID NUMBER

***PART I – Please enter Rating of 1 to 5 in the box/cell to the left of each item and provide comment in the larger box below the criteria for each item.***



**A. PROPOSAL FORMAT**

Proposal meets the format requirements as provided in “Section VI. Proposal Format” in the RFP? Proposal is complete, informative, and includes: (A) Cover Page; (B) Abstract; (C) All requisite elements in Narrative (Table of Contents, Needs, Goals and Anticipated Outcomes, Activities, Alignment with Ohio Learning Standards and Ohio Professional Development Standards, Impact of Previous Project, Plan for Recruitment of Participants, Evaluation Plan, Replication and Dissemination; (D) Cooperative Planning Document.

**Comments:**



**B. COOPERATIVE PLANNING DOCUMENT AND COLLABORATIVE STRUCTURE**

Proposal provides:

- Documented assurance of cooperative planning involving all three principal partner members
- Research-based evidence that the proposed activities will meet specific and realistic needs of teachers and schools in the principal partner high-need LEA
- Research-based evidence that the project design and evaluation that will provide measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice
- Research-based evidence that the project design and evaluation will provide measurable increases in PK-12 student learning
- Demonstrated alignment with The Ohio Learning Standards
- Evidence that project design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- Evidence that project design could serve as a model that other institutions and schools could use to meet similar local needs

**Comments:**

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
	4 Excellent
Average Quality	3 Good
Low Quality	2 Fair
	1 Poor
	0 Not responsive to RFP or missing information



**C. DEMONSTRATED NEED AND THE IMPROVEMENT OF INSTRUCTION**

Proposal provides:

- Documentation of specific content that the project will address and the significance of these needs, including alignment to the Ohio Learning Standards
- Data relative to qualifying as a high-need LEA, as defined in Section III. Program Guidelines, A. Eligible Institutions.
- Research-based evidence that the proposed activities will provide measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice.
- Project design and evaluation that will provide measurable increases in PK-12 student learning.
- Design that will meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- The project's ability to serve as a model that other institutions and schools could use to meet similar local needs

Comments:



**D. GOALS AND ANTICIPATED OUTCOMES**

Proposal provides:

- Statement of goals and anticipated outcomes utilizing a Logic Model to assess the causal relationships between the elements of the program and the goals and anticipated outcomes, including outcomes for the educator participants and the K-12 students they teach.
- Specific, measurable and realistic goals for the term of project. Measurement include Ohio School Report Card and School Achievement Data.
- Anticipated outcomes address the effect of the project on the understanding and performance of the target audience and also address anticipated outcomes of student achievement. Outcomes will be demonstrated through Ohio School Report Card and School Achievement Data.

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
Average Quality	4 Excellent
Average Quality	3 Good
Low Quality	2 Fair
Low Quality	1 Poor
	0 Not responsive to RFP or missing information



**E. OPERATIONS PLANNING AND PROPOSED ACTIVITIES**

Proposal provides:

- Rationale for the proposed activities, describing how they will accomplish the project goals.
- Detailed description of the proposed activities including:
  - instructional content (subject matter, teaching strategies and student assessment techniques);
  - timeline and roles/responsibilities chart;
  - relationship to project goals; and
  - number of contact hours and credit hours offered.
- Description of the type of follow-up sessions planned, including the number of days and contact hours.

Comments:



**F. ALIGNMENT WITH OHIO LEARNING STANDARDS AND OHIO PROFESSIONAL DEVELOPMENT STANDARDS**

proposal details how goals, outcomes, and activities align with The Ohio Learning Standards, Ohio Achievement Assessment outcomes and Ohio Standards for Professional Development.

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
Low Average High Quality	5 Outstanding
	4 Excellent
	3 Good
	2 Fair
	1 Poor
0 Not responsive to RFP or missing information	



**G. IMPACT OF PREVIOUS PROJECT(S) (if applicable).**

Proposal provides:

- Specific evidence of how the previously funded project improved teachers' content knowledge, pedagogical knowledge and classroom practice.
- Additional quantitative and qualitative evidence of how the previously funded project increased PK-12 student learning.
- If proposed project plans to serve the same schools or districts, historical evidence of improved teacher knowledge and increased PK-12 student learning.
- If previous project is still in progress, updated information of the accomplishments to date.

Comments:



**H. PLAN FOR RECRUITMENT OF PARTICIPANTS**

Proposal provides:

- Detailed strategy, timetable, and method for recruiting teacher participants from the principal partner high-need LEA and other schools.
- Plans for recruitment of under-qualified and/or out-of-field teachers.
- Any inclusion of teachers of children with special needs or limited English proficiency.
- Realistic estimate of the number of participants who will be served by the project.
- If proposed project is an expansion or continuation of an earlier project, plans for recruitment of participants from the same schools.

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
Low Average High Quality	5 Outstanding
	4 Excellent
	3 Good
	2 Fair
	1 Poor
	0 Not responsive to RFP or missing information



**I. EVALUATION PLAN**

Proposal provides:

- Explanation of how baseline data were gathered, measured, and analyzed to inform the project design.
- Research basis (with citations) for the program design how the project incorporates activities that use scientifically-based research on instructional strategies and highly effective practices for professional development and K-12 learning. Include citations.
- Projections of improvement over baseline data and provide citations for the basis of these projections.
- Internal and external evaluation plans that include appropriate measures/data sources for each output and outcome, a description of the data analysis methods, and timelines for data collection and analysis.
- Measurable impact that is expected on improving teachers' content knowledge, pedagogical knowledge, classroom practice and how it will increase PK-12 student learning outcomes. Describe the internal and external evaluation plans to measure the project's impact on PK-12 student learning.
- Outcomes, including but not limited to teacher pre/post content gains, student achievement on focus content through State assessments or valid and reliable student tests administered by the LEA.
- Results of teacher or project-designed pre/post student and teacher assessments, including reliability scores.

**Internal Evaluation Plan**

Proposal provides:

- Timeline for when the internal evaluation will be conducted, beginning with the gathering and reporting of baseline data.
- Description of how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
- Internal evaluation plan including but not limited to: 1) formative evaluation feedback from teachers on the content and pedagogy included in summer and academic year activities; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.
- Description of how project will demonstrate validity and reliability if using teacher or project designed pre/post student, teacher participant, or administrator participant tests.
- Description of the internal evaluation team members and their respective roles in the evaluation.
- Assurances of commitments from LEAs to conduct standardized tests and provide access to student scores for purposes of program evaluation.

**External Evaluation Plan**

Proposal provides:

- Description of the use of valid, reliable assessments of program outcomes.
- Assurance that the external evaluator does not have close ties to the project or project director. The vitae of the evaluator is included in the vitae section.
- Assurance that the funds for the external evaluation will not exceed five (5) percent of the award.
- Timeline for when the external evaluation will be conducted, beginning with the gathering and reporting of baseline data.
- Description of how projective objectives will be evaluated, what processes or instruments will be used, how baseline data are to be obtained, how improvement goals are set, and the timeline for administration.
- External evaluation plan including but not limited to: 1) formative evaluation feedback from teachers on the content and pedagogy included in summer and academic year activities; and 2) summative evaluation outcomes for all key stakeholders, including teachers and their students.

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
Average Quality	4 Excellent
Average Quality	3 Good
Low Quality	2 Fair
Low Quality	1 Poor
Low Quality	0 Not responsive to RFP or missing information

Comments:



**J. REPLICATION AND DISSEMINATION**

Proposal provides:

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

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
Average Quality	4 Excellent
Average Quality	3 Good
Low Quality	2 Fair
Low Quality	1 Poor
Low Quality	0 Not responsive to RFP or missing information



**K. (K. AND L.) BUDGET SUMMARY AND BUDGET EXPLANATION**

The proposal provides a clear itemized **budget** that is justified by the proposal narrative and meets RFP guidelines for a cost-effective project. A satisfactory **budget explanation** that provides details on costs is included. If budget reductions are recommended, describe specific details as comments. *Points to Consider:*

- Budget Explanation describes the time involvement, roles and responsibilities of the project director and all identified staff members.
- The budget reflects some cost-sharing and/or in-kind support (not required).

Comments:



**M. VITAE**

- The **Vitae** include a one-page vitae for each of the following: project director, IHE faculty, project staff, evaluator, graduate students, and teacher leaders who have a major role in the project.

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
Average Quality	4 Excellent
Average Quality	3 Good
Low Quality	2 Fair
Low Quality	1 Poor
	0 Not responsive to RFP or missing information



**N. CURRENT FUNDED PROJECTS AND PENDING PROPOSALS (if applicable)**

The proposal provides:

- A listing of publications, papers, abstracts, and honors related to the proposed project only.
- A listing of current funded projects and pending proposals in which the project director and the associated staff members are involved.
- Details, including: title of project, project period, percent of individual's annual time or support, total award, and funding agency.

Comments:



**O. REFERENCES CITED**

The proposal provides:

- A listing of all scientifically-based research cited that support the proposal design, including references for any materials cited in the narrative.

Comments:

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

RATING SCALE	
High Quality	5 Outstanding
	4 Excellent
	3 Good
	2 Fair
	1 Poor
Low Quality	0 Not responsive to RFP or missing information



**P. ADDITIONAL EMPHASES**

The proposal describes aspects of the proposal, including:

- 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.
- Ways to help teachers assess student performance in the context of the project’s activities.
- Assurance of an appropriate meeting site that encourages teacher participation from the principal partner high-need LEA.
- A plan to recruit participants from several high-need LEAs. (Refer to Appendix II and III.)
- A plan to recruit teams of teachers from the same school or district.
- Assurance of the engagement of highly qualified teachers in the planning of, assistance with and instruction of the project’s activities.
- Strong historical evidence of improvement in teachers’ content knowledge, pedagogical knowledge, and classroom practice.
- Historical evidence of increased PK-12 student learning outcomes as the result of teacher participation in previously funded projects.

Comments:

***PART II - Overall Proposal Quality***



**OVERALL PROPOSAL QUALITY**

This score represents the rater's *overall* sense of the proposal's quality.

*Points to Consider:*

- Is the proposal well-written, organized, and complete?
- Is there evidence of collaboration between all of the partners?
- Does it meet the real needs of teachers from designated High-Need LEA schools?
- Does the proposed project support sustained and intensive high quality professional development activities for teachers that are aligned with Ohio’s Learning Standards, Ohio’s Professional Development Standards, and Ohio’s Achievement Assessments?

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY PROGRAM  
FY 2015 PROPOSAL RATING RUBRIC**

- Is the proposed project well-conceived and is the dollar cost per participant reasonable?
- Is there a strong potential for success with long-term impact on our educational system?
- Does the project have the potential to serve as a model for high quality professional development?
- Is the project consistent with major science and mathematics reform efforts and scientifically-based research?
- Is there a realistic evaluation plan to measure **teacher participant outcomes**?
- Is there a realistic evaluation plan to measure PK-12 **student learning outcomes** as the result of teacher participation?

*Comments:*

RATING SCALE	
Low Average High Quality	5 Outstanding
	4 Excellent
	3 Good
	2 Fair
	1 Poor
0 Not responsive to RFP or missing information	