



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 1, 2016**

**FY 2016 Funds  
For the period from  
January 27, 2017 to May 31, 2018**

**Improving Teacher Quality State Grants Program  
Title II, Part A, Subpart 3, Public Law 107-110  
The Reauthorization of the Elementary and Secondary Education Act of 1965**

**September 20, 2016**

**OHIO DEPARTMENT OF HIGHER EDUCATION  
 IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM  
 FY 2016<sup>1</sup> REQUEST FOR PROPOSALS**

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<sup>1</sup> The Ohio Department of Higher Education is awarding sub-grants from federal funds awarded to the State of Ohio in Federal Funding Period July 1, 2016 to September 30, 2018 (under the Tydings Amendment) for professional development programs for Ohio Educators operating January 27, 2017 through May 31, 2018.

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## TIME TABLE

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<b>September 20, 2016</b>	Ohio Department of Higher Education issues Request for Proposals
<b>October 4, 2016</b>	Ohio Department of Higher Education hosts Information Sessions (see below)
<b>October 13, 2016</b>	Colleges/Universities submit Intent to Submit Proposal (Form A) to Ohio Department of Higher Education (optional)
<b>November 1, 2016, by 11:59 p.m.</b>	Colleges/Universities submit Proposals to the Ohio Department of Higher Education by 11:59 p.m.
<b>November 2016</b>	Ohio Department of Higher Education engages Review Panel to evaluate proposals
<b>December 2016</b>	Review Panel meets to develop recommendations to Chancellor for funding
<b>January 2017</b>	Chancellor evaluates Review Panel recommendations and makes funding determinations

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On Tuesday, October 4, 2016, from 9:00 to 11:00 a.m. and again from 1:00 to 3:00 p.m., the Ohio Department of Higher Education 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). Attendance of representatives from all eligible colleges or universities is encouraged. 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  
Columbus, OH 43215

Interested parties should contact Dr. Alexis Collier at [ACollier@highered.ohio.gov](mailto:ACollier@highered.ohio.gov) or Megan Johnson at [MJohnson@highered.ohio.gov](mailto:MJohnson@highered.ohio.gov) or (614) 752-9532, if planning to attend a session.

## **I. INTRODUCTION**

The Improving Teacher Quality State Grants Program is funded under the Federal Elementary and Secondary Education Act (ESEA) (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 nonpublic colleges and universities to form partnerships comprised of, at a minimum, schools of education and arts and sciences, along with a high-need LEA. The program will support sustained and intensive high-quality Science, 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, subject to availability, approximately \$2.3 million in federal fiscal year 2016 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 27, 2017 and May 31, 2018.

## **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 and nonpublic 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 must meet the needs of a significant number of teachers in public, nonpublic and community 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. Funded projects must add to the body of research and knowledge about what constitutes good professional development. Further, projects must 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 curricula 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 nonpublic 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 (LEA).

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 (IHE), 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 or supplemental licenses.

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 Cards 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 college or university 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; and
  - 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 college or university 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 must 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 nonpublic colleges and universities, 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. Proposals will not be funded in which the primary professional development activity is a one-day training, conference attendance, or multi-day workshops. Historically, 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. Projects that involve teams of teachers and administrators from the same school or district and involve collaboration with key employers from the region are encouraged.

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 college or

university to ensure geographic equity if, at the time the Review Panel makes its recommendations, 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 XIV 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 nonpublic and community 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 colleges or universities, and to work cooperatively with existing initiatives in developing their proposals. Faculties with established programs are encouraged to explore, with their colleagues in other colleges or universities, 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. The Ohio Department of Higher Education 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 Ohio Department of Higher Education 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 Ohio Department of Higher Education-requested support when the grant is paying for full tuition. This prohibition includes compensation for faculty, consultants, and teachers when the main activity is course instruction. Compensation 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, personnel costs 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 compensation levels.
5. **Evaluation Consultants** - Grant funds may support costs appropriate for a formal and rigorous evaluation.
6. **Teacher Stipends** - Grant funds may support stipends for program participants, if the expenditure is clearly justified and the funds do not replace teacher salary. A maximum stipend 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 nonpublic schools. Nonpublic school substitutes must be paid with funds from another source.
8. **Lodging Expenses** – Use of grant funds for lodging expenses must adhere to federal and state limitations. In most cases using grant funds to pay for food and beverages is not allowed. Residential programs must have reasonable lodging expenses.
9. **Travel and Meeting Expenses for Project Staff and Participants** – Grant funds may support reasonable travel and meeting 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** – Grant funds may be used to support reasonable and appropriate field trip expenses.
11. **Supplies and Materials** – Grant funds may be used to support justifiable instructional materials and office supplies.
12. **Equipment** – There is a maximum allowable amount of \$500 for each equipment item. Total equipment costs must be less than 15 percent of grant 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 ESEA, 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 college or university; the arts and sciences unit of the IHE; one or more LEAs; and others, as defined in Section III. A. Eligible Partnerships. 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 must be regarded as being used by the units of the IHE for personnel and other costs to deliver the program.

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 college or university is responsible: 1) for ensuring that its audit and accounting procedures are in compliance with the Office of Management and Budget Circulars (A-110 [attachment F, subparagraph 2h], A-122, A-128, or A-133); and 2) for supplying the Ohio Department of Higher Education 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 27, 2017, until May 31, 2018.

## V. PREPARATION OF PROPOSAL

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

### A. Intent to Submit Proposal (Form A in Section XIV of this RFP)

- For the Ohio Department of Education staff to plan for the proposal review process, electronically submit the Intent to Submit Proposal form to the Ohio Department of Higher Education by Thursday, October 13, 2016.

### B. Proposal Cover Page (Form B in Section XIV of this RFP)

- Include electronic signatures from the following:
  - Project Director(s);
  - a representative of the principal partner high-need LEA;
  - an Institutional Representative, e.g., Provost, Chief Academic Officer, who has the authority to accept and expend grant monies for the college or university.

### C. Abstract (Form C in Section XIV of this RFP)

- Provide a one-page 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. *The abstract may be published on the ITQ website if the project is awarded.*

**D. Cooperative Planning Document (Form D in Section XIV 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.
- Provide evidence of collaboration and planning, including meeting dates, places, topics and names of participants and their position.
- Include electronic signatures of representatives from all partners involved in project planning.

**E. Narrative (provided as file upload) – Requisite Elements:**

a. Table of Contents

b. Demonstrated Need and the Improvement of Instruction

- Identify specific Mathematics, Science, or other content that the project will address and discuss the significance of these needs, including alignment to the Ohio Learning Standards.
- Provide data relative to qualifying as a high-need LEA, as defined in Section III. Program Guidelines, A. Eligible Partnerships.
- 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 Cards. 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>.
- Provide research-based evidence that the proposed project design and evaluation would produce measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice.
- Include research-based evidence that the project design and evaluation would produce measurable increases in PK-12 student learning.
- Provide evidence that the design would meet the needs and improve participation rates of under-qualified and out-of-field teachers.
- Include how the project could serve as a model that other colleges or universities and schools could use to meet similar local needs.

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 must 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 the project director would accomplish the project goals.
  - Provide a detailed description of the proposed activities including:
    - instructional content (e.g., 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.
  - Include research-based evidence that the proposed activities would meet specific and realistic needs of the teachers and schools in the principal partner high-need LEA.
- e. Alignment with Ohio Learning Standards and Ohio Standards for Professional Development
- 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 college or university, provide specific evidence of how the previously funded project improved teachers' content knowledge, pedagogical knowledge and classroom practice
  - If the proposed project is an expansion or continuation of an earlier project, additional quantitative and qualitative evidence must demonstrate that the previously funded project increased PK-12 student learning outcomes as the result of teacher participation.
  - If the proposed project is intended 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.
- Include a projection of the number of participants who would be served by the project.

As relevant, the proposal may include:

- a plan for inclusion of teachers of children with special needs or limited English proficiency;
- a plan to recruit participants from several high-need LEAs from surrounding counties; and/or
- a plan for recruitment of participants from the same schools if the proposed project is an expansion or continuation of an earlier project.

h. Evaluation Plan

- Provide Internal and External Evaluation Plans that include appropriate measures/data sources for each output and outcome related to impact on PK-12 student learning.
- Provide the research basis (with citations) for the evaluation plan design.
- Describe the data analysis methods, and timelines for data collection and analysis.
- Describe projections of improvement over baseline data, including citations for the basis of these projections.
  - Outcomes must include but are not limited to:
    - student achievement on focus content through State assessments or valid and reliable student tests administered by the LEA; and
    - teacher content knowledge.
- Internal Evaluation Plan
  - Provide means or methods for evaluating project objectives, processes or instruments to be used, how baseline data are to be obtained, and how improvement goals are set. Required elements include:
    - formative and summative evaluation feedback from teachers on the content and pedagogy included in summer and academic year activities;
    - a description of validity and reliability measures of any non-State assessments administered by the LEA;
    - a commitment from LEAs to conduct standardized tests and provide access to student scores for the purposes of program evaluation.
  - Describe internal evaluation team members and their respective roles in the evaluation.
  - Include a plan timeline, beginning with the gathering and reporting of baseline data.
- External Evaluation Plan

- Detail an External Evaluation Plan that includes all elements of the Internal Evaluation Plan in addition to the following:
        - assurance that the external evaluator does not have close ties to the project or project director; and
        - inclusion of the curriculum vitae of the external evaluator.
    - i. Replication and Dissemination
      - Describe methods and/or plans for replication of exemplary features.
      - Discuss plans for dissemination of results to other educators.
- F. Proposal Budget Summary** (Form E in Section XIV of this RFP)
- Provide an itemized budget reflecting both Ohio Department of Higher Education-requested support and any cost-sharing and/or in-kind support.
- G. Budget Explanation**
- 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 (e.g., university in-kind support, school district support, leveraged funds from other state and national sources).
  - Adhere to the Special Rule - "no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership."
- H. Curricula Vitae**
- Provide a one-page curriculum vitae for each of the following: project director, college or university faculty, project staff, external evaluator, graduate students, and teacher leaders who have a major role in the project.
  - Include contact information (mobile number and email address) for all key personnel and the external evaluator.
  - Include listings of publications, papers, abstracts, and honors related only to the proposed project.
- I. 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.
    - Details 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.
- J. References Cited**
- Cite scientifically-based research that supports the proposal design, including references for any materials cited in the narrative.

## **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, curricula 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 in 12 point Times New Roman, double-spaced;
- page headings must include the college or university, project director(s) and project title;
- all major subject headings must be underlined and/or highlighted;
- proper indentation and spacing must be used to offset the headings; and
- 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 in select areas, such as requirements for geographic diversity across proposals and documented ineffective activities or lower than budgeted participant numbers for previously funded Improving Teacher Quality projects.

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 with electronic signatures; (B) Abstract; (C) Cooperative Planning Document with appropriate electronic signatures; (D) All requisite elements in Narrative provided in Section V. Preparation of Proposal.

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

Proposal must include:

- identification of the three principal partner members;
- a description of the role and contribution of the teacher education unit, the arts and science unit, the high-need LEA and others involved in the partnership;
- demonstration of collaboration and planning, including meeting dates, places and participants; and
- verification of electronic signatures from all partners involved in the project planning.

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

Proposal must include evidence of:

- specific content that the project would 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 Partnerships;
- research-based evidence that the project design and evaluation would produce measurable improvement in teacher content knowledge, pedagogical knowledge and classroom practice;
- research-based evidence that the project design and evaluation would provide measurable increases in PK-12 student learning;
- a project design that would meet the needs and improve participation rates of under-qualified and out-of-field teachers; and
- the project's ability to serve as a model that other colleges or universities and schools could use to meet similar local needs.

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

Proposal must include evidence of:

- goals and anticipated outcomes that utilize 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 that are specific, measurable and realistic for the term of project. Measurement must include Ohio School Report Card and School Achievement Data; and
- anticipated outcomes that address the effect of the project on the understanding and performance of the target audience and 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**

Proposal must include a:

- rationale for the proposed activities, describing how the project director would accomplish the project goals;
- detailed description of the proposed activities including:
  - instructional content (e.g., 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; and
- research-based evidence that the proposed activities would meet specific and realistic needs of teachers and schools in the principal partner high need LEA.

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

Proposal must include a:

- detailed description of how goals, outcomes, and activities align with 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 the proposing college or university, specific evidence shows that the previously funded project improved teachers' content knowledge, pedagogical knowledge and classroom practice.
- If the proposed project is an expansion or continuation of an earlier project, additional quantitative and qualitative evidence demonstrate that the previously funded project increased PK-12 student learning outcomes as the result of teacher participation.
- If the proposed project is intended to serve the same schools or districts, historical evidence shows improved teacher knowledge and increased PK-12 student learning.
- If the previous project is still in progress, updated information of the accomplishments to date has been provided.

#### **H. Plan for Recruitment of Participants**

Proposal must include evidence of:

- a 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; and a
- projection of the number of participants who would be served by the project.

As relevant, the proposal may include evidence of:

- inclusion of teachers of children with special needs or limited English proficiency;
- plans to recruit participants from several high-need LEAs from surrounding counties; and/or
- plans for recruitment of participants from the same schools if the proposed project is an expansion or continuation of an earlier project.

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

Proposal must include:

- Internal and External Evaluation Plans that include appropriate measures/data sources for each output and outcome related to impact on PK-12 student learning;
- research basis (with citations) for the evaluation plan design;
- a description of the data analysis methods, and timelines for data collection and analysis; and
- projections of improvement over baseline data, including citations for the basis of these projections.

- Outcomes must include but are not limited to:
  - student achievement on focus content through State assessments or valid and reliable student tests administered by the LEA; and
  - teacher content knowledge.

Proposal must detail an Internal Evaluation Plan, including:

- means or methods for evaluating project objectives, processes or instruments to be used, how baseline data are to be obtained, how improvement goals are set;
  - Required elements include:
    - formative and summative feedback from teachers on the content and pedagogy included in summer and academic year activities;
    - description of validity and reliability measures of any non-State assessments administered by the LEA; and
    - commitment from LEAs to conduct standardized tests and provide access to student scores for purposes of program evaluation.
- a description of internal evaluation team members and their respective roles in the evaluation; and
- plan timeline, beginning with the gathering and reporting of baseline data.

Proposal must detail an External Evaluation Plan that includes all elements of the Internal Evaluation Plan in addition to the following:

- assurance that the external evaluator does not have close ties to the project or project director; and
- inclusion of the curriculum vitae for the external evaluator.

#### **J. Replication and Dissemination**

Proposal must include evidence of:

- methods and/or plans for replication of exemplary features; and
- plans for dissemination of results to other educators.

#### **K. Proposal Budget Summary**

- The itemized budget reflects both Ohio Department of Higher Education-requested support and any cost-sharing and/or in-kind support.

#### **L. Budget Explanation**

Proposal must include:

- a narrative for each expenditure in the budget, including the time involvement, roles, and responsibilities of the project director and staff members;
- any cost-sharing (e.g., university in-kind support, school district support, leveraged funds from other state and national sources); and
- adherence to Special Rule - "no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership."

#### **M. Curricula Vitae**

Proposal must include:

- curriculum vitae for each of the following: project director, college or university faculty, project staff, external evaluator, graduate students, and teacher leaders who have a major role in the project;
- contact information (mobile number and email address) for all key personnel and the external evaluator; and
- listings of publications, papers, abstracts, and honors related to the proposed project.

#### **N. Current Funded Projects and Pending Proposals**

The proposal provides:

- a list of current funded projects and pending proposals in which the project director and the associated staff members are involved.
  - Details include: Title of project, project period, percent of individual's annual time or support, total award, and funding agency.

#### **O. References Cited**

The proposal provides:

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

#### **P. Additional Emphases**

The extent to which the proposal provides the following elements:

- 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;
- appropriate meeting site that encourages teacher participation from the principal partner high-need LEA;
- plan to recruit participants from several high-need LEAs from the surrounding counties (Refer to Appendix II);
- plan to recruit teams of teachers from the same school or district;
- deployment of highly qualified teachers in the planning of, assistance with and instruction of the project's activities;
- historical evidence of improvement in teachers' content knowledge, pedagogical knowledge, and classroom practice; and/or
- 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 27, 2017.

### **VIII. PROPOSAL SUBMISSION AND DEADLINES**

Please email the INTENT TO SUBMIT PROPOSAL (Form A) by October 13, 2016 to Dr. Alexis Collier c/o Megan Johnson at [MJohnson@higher.ed.ohio.gov](mailto:MJohnson@higher.ed.ohio.gov).

An electronic version of the proposal narrative must be submitted in Microsoft Word or an Adobe Acrobat (.pdf) file that contains no “image only” pages. Forms B through E must be submitted in an Adobe Acrobat (.pdf) file that contains no “image only” pages. Forms requiring signatures (Proposal Cover Page - Form B and Cooperative Planning Document - Form D) must contain electronic signatures (refer to the Electronic Signature Submission Guidelines document). If all signatures cannot be submitted electronically, please mail an original signed hardcopy of the Proposal Cover Page - Form B and the Cooperative Planning Document - Form D to the following address, to be received by the November 1, 2016 deadline:

Dr. Alexis Collier, Improving Teacher Quality Program  
c/o Megan Johnson  
Ohio Department of Higher Education  
25 South Front Street, 2<sup>nd</sup> Floor  
Columbus, OH 43215

Please complete the Proposal Checklist (Form F) and submit with your proposal.

**Proposals must be received by the Ohio Department of Higher Education by 11:59 p.m. on Tuesday, November 1, 2016. Late or incomplete proposals will not be accepted. Proposals must be submitted via email to the address below.**

Submit proposals via email to: Dr. Alexis Collier  
c/o Megan Johnson at [MJohnson@highered.ohio.gov](mailto:MJohnson@highered.ohio.gov)

## **IX. AWARD NOTIFICATION AND OTHER PROCEDURAL INFORMATION**

Approval of grant awards is expected to be made by January 27, 2017, 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 colleges or universities 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 Tuesday, October 4, 2016 from 9:00 am - 11:00 am and again at 1:00 pm – 3:00 pm, an information session will be hosted 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. Alexis Collier at [ACollier@highered.ohio.gov](mailto:ACollier@highered.ohio.gov) or Megan Johnson at [MJohnson@highered.ohio.gov](mailto:MJohnson@highered.ohio.gov) 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. Alexis Collier at [ACollier@highered.ohio.gov](mailto:ACollier@highered.ohio.gov) 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 XIV of this document and available for download at <https://www.ohiohighered.org/itqp>)***

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

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

Definition of Terms (Note: Definitions are from the Draft Guidance for Title II, Part A issued by the U.S. Department of Education on December 19, 2002. These definitions apply as the grant funding for this Request for Proposals was authorized under the 2001 reauthorization of the Elementary and Secondary Education Act.)

### **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, and:
    - 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 advance 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:
  - is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
  - 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;
  - provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
  - is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
  - takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
  - is made available to the public upon request; and
  - may involve multiple, objective measures of teacher competency.

**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 one-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;
- 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 the 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 Teacher Information. Data are obtained from the following sources:

- <http://www.census.gov/did/www/saipe/data/schools/data/2014.html>  
USSD14.xls, School District Estimates for 2014, Release date December 2015
- <http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>  
2014-2015, District Data, District Teacher Information

**NOTE:** Nonpublic and 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	2014 Poverty Estimates
061903	Adams County/Ohio Valley Local	Adams	30%
045773	Elida Local	Allen	20%
044222	Lima City	Allen	41%
045781	Perry Local	Allen	29%
045468	Loudonville-Perrysville Exempted Village	Ashland	20%
045831	Mapleton Local	Ashland	22%
043505	Ashland City	Ashtabula	20%
043513	Ashtabula Area City	Ashtabula	37%
045856	Buckeye Local	Ashtabula	20%
043810	Conneaut Area City	Ashtabula	29%
044057	Geneva Area City	Ashtabula	21%
045880	Pymatuning Valley Local	Ashtabula	31%
045906	Alexander Local	Athens	22%
043521	Athens City	Athens	27%
045914	Federal Hocking Local	Athens	23%
044446	Nelsonville-York City	Athens	29%
045922	Trimble Local	Athens	33%
043570	Bellaire Local	Belmont	29%
045237	Bridgeport Exempted Village	Belmont	27%
044347	Martins Ferry City	Belmont	28%
046037	Eastern Local	Brown	24%
045377	Georgetown Exempted Village	Brown	23%
046060	Western Brown Local	Brown	21%
046136	New Miami Local	Butler	36%
044941	Urbana City District	Champaign	21%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2014 Poverty Estimates</b>
044818	Springfield City	Clark	37%
046243	Tecumseh Local	Clark	21%
046300	Batavia Local	Clermont	20%
046409	East Clinton Local	Clinton	21%
045112	Wilmington City	Clinton	22%
043919	East Liverpool City	Columbiana	29%
043927	East Palestine City	Columbiana	24%
045443	Leetonia Exempted Village (10007)	Columbiana	20%
045450	Lisbon Exempted Village	Columbiana	23%
044743	Salem City (10006)	Columbiana	20%
046458	United Local	Columbiana	20%
045039	Wellsville Local	Columbiana	33%
043828	Coshocton City	Coshocton	28%
046474	Ridgewood Local	Coshocton	21%
046482	River View Local	Coshocton	21%
043687	Bucyrus City	Crawford	27%
044024	Galion City	Crawford	25%
043562	Bedford City (10017)	Cuyahoga	25%
043653	Brooklyn City	Cuyahoga	24%
043794	Cleveland Heights-University Heights City	Cuyahoga	24%
043786	Cleveland Municipal	Cuyahoga	49%
043901	East Cleveland City	Cuyahoga	55%
043950	Euclid City	Cuyahoga	32%
044040	Garfield Heights City	Cuyahoga	31%
044198	Lakewood City	Cuyahoga	23%
044305	Maple Heights City	Cuyahoga	38%
045005	Warrensville Heights City	Cuyahoga	37%
046672	Mississinawa Valley Local	Darke	21%
044743	Sandusky City	Erie	35%
044206	Lancaster City	Fairfield	20%
046920	Miami Trace Local (10010)	Fayette	20%
045013	Washington Court House City (10011)	Fayette	26%
046946	Canal Winchester Local	Franklin	21%
043802	Columbus City	Franklin	38%
046979	Groveport Madison Local	Franklin	25%
046953	Hamilton Local	Franklin	22%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2014 Poverty Estimates</b>
044800	South-Western City	Franklin	22%
045070	Whitehall City	Franklin	35%
065680	Gallia County Local	Gallia	30%
044032	Gallipolis City	Gallia	35%
047175	Cardinal Local	Geauga	20%
043968	Fairborn City	Greene	29%
045153	Xenia Community City	Greene	27%
043695	Cambridge City	Guernsey	29%
047308	Rolling Hills Local	Guernsey	26%
043752	Cincinnati City	Hamilton	36%
044230	Lockland Local	Hamilton	39%
044412	Mount Healthy City	Hamilton	32%
044511	North College Hill City	Hamilton	31%
044578	Norwood City	Hamilton	31%
044677	Princeton City	Hamilton	21%
044719	St. Bernard-Elmwood Place City	Hamilton	28%
044081	Winton Woods City	Hamilton	23%
043984	Findlay City (10000)	Hancock	21%
044172	Kenton City (10025)	Hardin	26%
047548	Conotton Valley Union Local	Harrison	23%
047613	Bright Local	Highland	24%
045401	Greenfield Exempted Village	Highland	29%
044123	Hillsboro City	Highland	27%
044248	Logan-Hocking Local	Hocking	23%
045096	Willard City	Huron	24%
044156	Jackson City	Jackson	25%
047761	Oak Hill Union Local	Jackson	25%
045021	Wellston City	Jackson	29%
047787	Buckeye Local	Jefferson	22%
047803	Indian Creek Local	Jefferson	22%
044826	Steubenville City	Jefferson	42%
047837	Danville Local	Knox	24%
047852	Fredericktown Local	Knox	20%
044420	Mount Vernon City (10012)	Knox	21%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2014 Poverty Estimates</b>
045369	Fairport Harbor Exempted Village	Lake	25%
047928	Dawson-Bryant Local	Lawrence	22%
047944	Rock Hill Local	Lawrence	30%
047951	South Point Local	Lawrence	32%
044453	Newark City	Licking	32%
043588	Bellefontaine City	Logan	28%
048090	Riverside Local	Logan	24%
048132	Clearview Local	Lorain	33%
043943	Elyria City	Lorain	28%
044263	Lorain City	Lorain	38%
044909	Toledo City	Lucas	35%
048231	Washington Local	Lucas	22%
043703	Campbell City	Mahoning	36%
048322	Jackson-Milton Local	Mahoning	23%
048355	Sebring Local	Mahoning	20%
044859	Struthers City	Mahoning	27%
045161	Youngstown City	Mahoning	46%
048413	Elgin Local	Marion	20%
044339	Marion City	Marion	33%
048512	Eastern Local	Meigs	21%
048520	Meigs Local	Meigs	32%
045229	Bradford Exempted Village	Miami	20%
044644	Piqua City	Miami	23%
048652	Switzerland of Ohio Local	Monroe	20%
043844	Dayton City	Montgomery	47%
048751	Huber Heights City	Montgomery	20%
048686	Jefferson Township Local	Montgomery	33%
044396	Miamisburg City	Montgomery	20%
048710	New Lebanon Local	Montgomery	21%
048736	Northridge Local	Montgomery	53%
048694	Trotwood-Madison City	Montgomery	44%
045054	West Carrollton City	Montgomery	27%
048777	Morgan Local	Morgan	25%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2014 Poverty Estimates</b>
048843	Franklin Local	Muskingum	25%
048850	Maysville Local	Muskingum	21%
045179	Zanesville City	Muskingum	36%
048934	Danbury Local	Ottawa	26%
044651	Port Clinton City	Ottawa	20%
045351	Crooksville Exempted Village	Perry	20%
044479	New Lexington City	Perry	23%
049064	Southern Local	Perry	38%
043760	Circleville City	Pickaway	26%
049122	Eastern Local	Pike	32%
049130	Scioto Valley Local	Pike	27%
049148	Waverly City	Pike	25%
049155	Western Local	Pike	37%
045666	Windham Exempted Village	Portage	29%
049296	Twin Valley Community Local	Preble	20%
049353	Leipsic Local	Putnam	22%
049452	Madison Local	Richland	23%
044297	Mansfield City	Richland	36%
043745	Chillicothe City	Ross	30%
049510	Paint Valley Local	Ross	23%
049528	Southeastern Local	Ross	20%
049536	Union-Scioto Local	Ross	24%
044016	Fremont City	Sandusky	22%
049593	Bloom-Vernon Local	Scioto	21%
049601	Clay Local (10026)	Scioto	27%
049619	Green Local	Scioto	40%
044461	New Boston Local	Scioto	53%
049635	Northwest Local	Scioto	28%
044669	Portsmouth City (10027)	Scioto	45%
049643	Valley Local	Scioto	25%
049668	Wheelersburg Local	Scioto	24%
043992	Fostoria City	Seneca	32%
043497	Alliance City	Stark	31%
043711	Canton City	Stark	43%
049833	Canton Local	Stark	21%

<b>District IRN</b>	<b>District Name</b>	<b>County</b>	<b>2014 Poverty Estimates</b>
044354	Massillon City	Stark	26%
049940	Sandy Valley Local	Stark	22%
043489	Akron City	Summit	33%
043539	Barberton City	Summit	25%
050096	Bloomfield-Mespo Local	Trumbull	24%
050120	Brookfield Local	Trumbull	24%
044065	Girard City	Trumbull	27%
050245	LaBrae Local	Trumbull	28%
050153	Mathews Local	Trumbull	21%
050229	McDonald Local	Trumbull	21%
045567	Newton Falls Exempted Village	Trumbull	21%
044990	Warren City	Trumbull	46%
043778	Claymont City	Tuscarawas	23%
045542	Newcomerstown Exempted Village	Tuscarawas	25%
050393	Vinton County Local	Vinton	31%
044321	Marietta City (10019)	Washington	24%
045120	Wooster City (10032)	Wayne	21%
050625	Edon Northwest Local	Williams	21%
045526	Montpelier Exempted Village	Williams	22%
050658	Stryker Local	Williams	25%

**Please Note:**

**The forms which follow as Attachments are for preparation guidance only.  
The forms to be used for submission will be sent with the RFP email notification and  
can also be downloaded from the ITQ website and completed in Adobe Acrobat (.pdf).**

**XIV. ATTACHMENTS**

**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2016 Intent to Submit Proposal – Form A**

Project Director	
College/University	
Address	
Academic Department	
Title of Proposed Project	

Check the targeted discipline of your proposal(s)

- Science     Mathematics     Combined Mathematics/Science     Other: \_\_\_\_\_

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

**Please return via email by Thursday, October 13, 2016**

**Dr. Alexis Collier  
Improving Teacher Quality Program  
c/o Megan Johnson  
[MJohnson@highered.ohio.gov](mailto:MJohnson@highered.ohio.gov)**

**OHIO DEPARTMENT OF HIGHER EDUCATION  
IMPROVING TEACHER QUALITY  
STATE GRANTS PROGRAM  
FY 2016 Proposal Cover Page – Form B**

Please check appropriate categories

Math Proposal	<input type="checkbox"/>
Science Proposal	<input type="checkbox"/>
Combined	<input type="checkbox"/>

New Project	<input type="checkbox"/>
Continuation Project	<input type="checkbox"/>

**1. INSTITUTION & PROJECT DIRECTOR**

College/University	<input type="text"/>					
Street/Building/PO	<input type="text"/>					
	City	<input type="text"/>	State	<input type="text"/>	Zip	<input type="text"/>
Project Director	<input type="text"/>					
Project Director	Phone #	<input type="text"/>	Mobile #	<input type="text"/>	Email	<input type="text"/>
Project Director	Phone #	<input type="text"/>	Mobile #	<input type="text"/>	Email	<input type="text"/>
Address	<input type="text"/>					
Department	<input type="text"/>					

**2. PROJECT**

Title	<input type="text"/>				
Discipline(s)	<input type="text"/>				
Number of Participants	<input type="text"/>	Grade Levels	<input type="text"/>	Contact Hours/Participant	<input type="text"/>
Main Activities	<input type="text"/>				
Credit Hours: Graduate	<input type="text"/>			Undergraduate	<input type="text"/>

**3. BUDGET**

Requested ODHE Funds \$	<input type="text"/>	Total Budget \$	<input type="text"/>	
ODHE Cost per Participant	<input type="text"/>			
Budget based on ( <i>check one</i> )	Tuition	<input type="text"/>	Direct Costs	<input type="text"/>

**4. COLLABORATING HIGH-NEED LEA PRINCIPAL PARTNER**

Name (Print)	<input type="text"/>		Signature	<input type="text"/>	
Title	<input type="text"/>	High Need LEA	<input type="text"/>	Date	<input type="text"/>

**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 college or university endorses the goals of the project and agrees to participate and support its costs as outlined in the proposal.

Project Director	<input type="text"/>	Title	<input type="text"/>
Signature	<input type="text"/>	Date	<input type="text"/>
Institutional Representative	<input type="text"/>	Title	<input type="text"/>
Signature	<input type="text"/>	Date	<input type="text"/>

**Improving Teacher Quality State Grants Program  
FY 2016 Abstract – Form C**

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

Limit abstract to one page. *Abstract may be published on the ITQ website if awarded.*

**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2016 Cooperative Planning Document – Form D**

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

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

**Name, Position, School**

**Signature/Date**

**HIGH-NEED LEA PRINCIPAL PARTNER:**


**COLLEGE OR UNIVERSITY TEACHER EDUCATION PRINCIPAL PARTNER:**


**COLLEGE OR UNIVERSITY ARTS AND SCIENCES PRINCIPAL PARTNER:**


**OTHER REPRESENTATIVE:**


**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2016 Proposal Budget Summary – Form E**

COLLEGE OR UNIVERSITY :		
PROJECT DIRECTOR :		
	<b>Requested Program Funds</b>	<b>Other Funds</b>
<b>1. PERSONNEL COSTS</b> (List separately with names & titles)		
A. Salaries - Key Personnel (Faculty, Administrators)		
B. Fringe Benefits - Key Personnel (at approved rates) (%)		
C. Salaries - Support Personnel (Clerical, Assistants, etc.)		
D. Fringe Benefits - Support Personnel (at approved rates) (%)		
<b>TOTAL PERSONNEL COSTS (Salaries &amp; Fringe Benefits)</b>		
<b>2. PARTICIPANT 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 & Instructional Materials		
F. Other Participant Costs (Identify)		
<b>TOTAL PARTICIPANT COSTS</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 &amp; MATERIALS TO DELIVER PROGRAM</b> (Provide details in budget explanation)		
A. Materials to Deliver Program		
B. Other (Identify)		
7. <b>EQUIPMENT TO DELIVER PROGRAM</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> (Sum of items 1-9)		
11. <b>INDIRECT COSTS</b> (8% of subtotal costs)		
12. <b>TOTAL COSTS</b> (Sum of items 10 & 11)		
13. <b>TOTAL REQUESTED PROGRAM FUNDS</b>		

**Ohio Department of Higher Education  
Improving Teacher Quality State Grants Program  
FY 2016 Proposal Checklist – Form F**

Project Director	
Project Title	

*Please complete this checklist and email it with your proposal.*

- Electronic version of the proposal** (Microsoft Word or Adobe Acrobat .pdf)
  
- Proposal Cover Page** (Adobe Acrobat .pdf) 
  - All fields/blanks completed
  - Electronic Signature of Project Director and Institutional Representative
  - Electronic Signature of Collaborating High-Need LEA Principal Partner
  
- Cooperative Planning Document** (Adobe Acrobat .pdf) 
  - Electronic Signature of High-Need LEA Principal Partner Representative
  - Electronic Signature of college or university Teacher Education Principal Partner
  - Electronic Signature of college or university Arts and Sciences Principal Partner
  - Electronic Signature of all other LEA Representatives
  
- Abstract** (Adobe Acrobat .pdf) – All fields/blanks completed
  
- Budget Summary and Explanation** (Adobe Acrobat .pdf) 
  - Proposal Budget Summary Forms
  - Detailed Budget Explanation
  
- One-page curricula vitae** including contact information for Key Personnel
  
- Proposal format adheres to the specifications outlined in VI. Proposal Format**

Electronically submit completed Proposal Forms, Proposal and Checklist by  
**11:59 p.m., Tuesday, November 1, 2016**  
to Dr. Alexis Collier  
c/o Megan Johnson at [MJohnson@highered.ohio.gov](mailto:MJohnson@highered.ohio.gov)

\*If signatures are *not* electronic, the Ohio Department of Higher Education must receive an original signed hard copy of **Form B and D** by 5 p.m. on Tuesday, November 1, 2016 at the following address:  
Dr. Alexis Collier, Improving Teacher Quality Program  
Ohio Department of Higher Education  
25 South Front Street, 2<sup>nd</sup> Floor  
Columbus, OH 43215