



**IMPROVING TEACHER
QUALITY GRANT
REQUEST FOR PROPOSALS
(RFP)
*Cycle-15 Grant Competition***

**PROPOSAL SUBMISSION DEADLINE:
All proposals must be submitted
to MDHE by 5 p.m. on Tuesday,
December 5, 2017.**

**Technical Workshop and Proposal forms
are attached.**

Submit RSVP for Tech Workshop and Proposal to
elizabeth.valentine@dhe.mo.gov

**Contact:
Dr. Elizabeth Valentine
ITQG Coordinator
Missouri Department of Higher Education
(MDHE) PO Box 1469
Jefferson City, MO 65102
(573) 691-9807
elizabeth.valentine@dhe.mo.gov**

COVER LETTER

Dear Colleagues:

The economic future of Missouri and the quality of life of its citizens are inherently linked to a strong P-20 partnership that results in better and more widespread preparation for post-secondary options, successful participation in college, and performance excellence in all educational institutions. Effective professional development that is designed collaboratively is an important strategy for achieving these essential state goals. For over a decade, the Missouri Department of Higher Education (MDHE) has provided professional development opportunities for teachers across the state through the Improving Teacher Quality Grant (ITQG) program. To date, over 100 projects have been offered in over 200 districts across Missouri. More than 2,000 teachers have participated in at least one of these projects, and these teachers have directly impacted almost 140,000 students. The ITQG program has fulfilled a need for subject-specific and on-going professional development in the state, and has had a sustained impact on Science and Mathematics education in Missouri.

The MDHE is pleased to issue this final Request for Proposals (RFP) for the last cycle of the *Improving Teacher Quality Grant* (ITQG) program (C15). This RFP invites proposals from K-12/ higher education partnerships dedicated to professional development for K-12 teachers in **core academic subjects** and has been funded by the U.S. Department of Education (USDE) under Title II, Part A of the *No Child Left Behind Act of 2001*. Cycle-15 proposals may target grades kindergarten to twelve (K-12) and the core academic subjects of Math and Science with a Literacy component. There is a competitive focus on the literacy component for this RFP.

There will be approximately \$200,000.00 available to fund 1 new **eligible partnership** that has the greatest potential to produce positive results as it addresses Cycle 15 absolute and competitive priorities focusing on student achievement in math and science through:

- The use of technology to improve teacher practices
- A focus on content that integrates Science and/or Math with a Literacy component
- Instruction in best practices/ strategies in Math and/or Science
- Administrator training in the evaluation of mathematics and science teachers and how administrators can provide support in Math and Science teachers' professional growth in content knowledge and pedagogy.

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

Sincerely,

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

Introduction

For 15 cycles the Title II, Part A *Improving Teacher Quality Grant* program operated under the federal legislation known as the *No Child Left Behind (NCLB) Act of 2001 (CFDA 84.367)* was discontinued with the Every Child Succeeds Act (ESSA). While funded, It represented the largest federal initiative that supported professional development projects for teachers and

principals. The purpose of the *Improving Teacher Quality Grant* program has been to increase the academic achievement of students by helping schools and districts improve K-12 teacher and principal quality and helping to ensure that all K-12 teachers are **highly qualified**. Through the No Child Left Behind legislation, state education agencies (SEA), local educational agencies (LEA) and state agencies for higher education (SAHE) received funds on a formula basis.

The Missouri Department of Higher Education (MDHE) received approximately one million in federal funds to administer this final round of competitive grants program for K-12 teachers and administrator professional development projects designed to benefit students and members of partnerships, with a focus on **high-need school districts** and higher education institutions. For Cycle-15 approximately 200,000 is available for a new project.

Missouri's Absolute Priorities

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

The MDHE is using Missouri's Cycle-15 *Improving Teacher Quality Grant* funds to improve math and science achievement in high-need school districts, targeting all grade levels kindergarten to twelve (K-12). Individual proposals may focus on one grade level or multiple grade levels within this grade span. Projects must demonstrate best practices/strategies in math and/or science and must be aligned with National and State Learning Standards; and Administrator training in the evaluation of mathematics and science teachers and how administrators can provide support in math and science teachers professional growth in content knowledge and pedagogy. Therefore, **projects must be designed to increase the subject matter and pedagogical knowledge of teachers and help them implement National and State level standards for Math and Science**. There will be competitive points awarded for proposals integrating literacy strategies into their professional development program.

This RFP provides an opportunity for a short-term project involving collaboration among multiple partners spanning wide geographic areas. If awarded, projects must focus on one grade level or groups of grade levels for the entirety of the project.

Mandatory Technical Assistance Workshop

A technical assistance workshop will be held to provide a public venue to explore potential partnerships and an opportunity to receive technical assistance concerning the Cycle-15 RFP. All interested applicants must attend the Go To Meeting workshop which will be held Wednesday, November 8, 2017. All interested parties must RSVP to receive call-in information. The RSVP should include the requested information below:

1. Potential Partnerships
2. Director/Co-directors
3. 300 or less word description of project
4. Contact Information

Please RSVP with the required information above to Dr. Elizabeth (Liz) Valentine at elizabeth.valentine@dhe.mo.gov to register for the workshop.

IMPORTANT TO READ

The proposal must be submitted electronically. Once a proposal is received it will be scanned for completeness. Incomplete proposals will be disqualified. If there is sufficient time, the sender will be contacted and given an opportunity to correct and resubmit. Over the first 2 weeks of December, the review committee will rank the proposals and only the top proposal will be awarded. Every effort will be made to notify project directors by December 15th, 2017 if they have received an award.

All sections of the form must be addressed. If a question or item is not applicable to your project an appropriate explanation is necessary. Provide all requested items.

Instructions for submitting a proposal follow below.

All necessary forms can also be found online at: <https://dhe.mo.gov/ppc/grants/teacherquality.php>

Proposal Format and Requirements

If you have any questions about any part of the proposal, please notify Dr. Elizabeth (Liz) Valentine immediately at: elizabeth.valentine@dhe.mo.gov or 573-691-9807

Mandatory Partners

Each project must have at least one of the following mandatory partners:

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

College/Department of Arts & Sciences: One partner must have a representative who has a **full-time appointment** in a school or department of arts and sciences at a public or independent IHE.

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

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

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

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

- Additional elementary, middle, and/or high school(s)
- Additional school(s) of arts and sciences and/or the division(s) preparing teachers and principals within a higher education institutions
- Public charter school(s)
- Two-year college(s)
- Private elementary, middle, or high school(s)
- Educational service agency(ies)
- Nonprofit educational organization(s)
- Nonprofit cultural organization(s)
- Teacher organization(s)
- Principal organization(s)
- Business(es)
- Additional school district(s) (LEA)

Note: All projects must supply a 20% match in funds or in kind.

No single partner in the eligible partnership may use more than 50% of the grant funds made available to the partnership

Every Proposal must have the following elements in order as outlined below. Include Section numbers and headings as well as all subheadings:

Section 1 Required Project Information

- A. Cover Page
- B. Previous Recipients of Eisenhower and/or ITQG Funding
- C. Fiscal Agent Higher Education Partner

Section II: Proposal Request

Information Page & Abstract

Project Personnel

Partners Page

Project Narrative

Project Design

Project Budget & Justification

Internal Project Evaluation

External Project Evaluation

Section III Important Forms

Forms that must be submitted along with the proposal

Form C103

Form C104

Form C105

Form C106

Form C107

Form C108

Form C110

Section I

A. Cover Page

The Cover Page must include the following information in order:

Project Title

Name of Lead Higher Education Institution with DUNS number

Project Director from Lead Higher Education Institution

Name

Title

Please specify college/department (e.g. Professor, Chemistry)

Project Director Contact Information

Address

Telephone Number

E-mail

Signature

Date

Project Co-Director(s)/ Please provide the following information for each co-director

Name

Title

Please specify college/department (e.g. Professor, Chemistry)

Co-Director Contact Information

Address

Telephone Number

E-mail

Signature

Date

Be sure to include all co-directors

Project Directors and Co-directors are responsible to update all contact information with MDHE

B. Previous Recipients of Eisenhower or Improving Teacher Quality Grant Funds

If any individuals with a **major role** in this project previously received funds under the CBHE Eisenhower grants program or the MDHE Improving Teacher Quality Grants program, **or if the proposed project is a continuation of a project that previously received funds under either of these two grant programs** provide a summary of one page per previous project. The following **MUST** be included:

Past Project Title:

Past Project Director(s):

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

Summary of the previous project's goals, activities, and outcomes

C. Lead Fiscal Agent Higher Education Partner

Provide the following information for the Fiscal Agent Higher Education Partner:

Institution's Name

Fiscal Agents Printed Name and Title

Fiscal Agent's Email and Phone

Chief Academic Officer's Name and Title

Chief Academic Officer's Email and Phone

Section II: Proposal Request

A. Information Page & Abstract

Provide the following information about the project:

Project Name
Total Project Budget
Requested Amount
Percent of Total Budget:

Abstract

In 300 words, briefly summarize the overall design of the project, the intended outcomes, and anticipated systemic impact.

Provide the following information:

Anticipated location of the project
Anticipated start date of project activities
Anticipated number of participants
Will the participants receive credit hours? If so how many Under Graduate/
Graduate/ or Continuing Education credits?

Anticipated number of participants from High Needs Districts

Anticipated number of students directly impacted (e.g. enrolled in classrooms, tutored, involved in student organizations, and/or other activities) Provide an explanation of how the number of impacted students was calculated:

Provide a Timeline:

Timeline should include proposed activities and expected progress toward Objectives (i.e. state absolute priorities and any other project objectives)

B. Mandatory Partners Page

Collaboration, Commitment, & Project Partners

Collaboration & Commitment: use Forms C104, 105, & 106

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

C. Project Personnel

Proposals must include a description of key project personnel, their qualifications, and their roles and responsibilities. Curriculum vitas or resumes must be submitted for key project personnel documenting only relevant experiences to the project and not exceeding two (2) pages per person

contacted and the description of the efforts that were made to include private school teachers.

E. Project Design and Structure

Primary participants should be teachers in high-need school districts (K-12) with current math and/or science assignments or those with an interest in specializing to teach math and/or science. Participants from high-need school districts should account for 50% or greater of the total number of participants in the project. Projects may also include teachers from non-partner schools. Funded projects must provide opportunities for teachers from private schools to participate. Pre-service teachers and paraprofessionals may also be included as participants when the following respective conditions exist:

Pre-service teachers may participate in project activities but may not be supported by funds provided through this grant. Institutions with teacher preparation programs may use Improving Teacher Quality Grant funds for pre-service teacher training only if projects involve school based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty (This must be clearly described).

Highly Qualified Paraprofessionals may be included as project participants if there is a mechanism to enable them to work with teachers in participating high need school districts to obtain the education necessary for the paraprofessionals to become certified and licensed teachers (must be clearly documented).

Administrators may be included as project participants. Recognizing that administrators can be the key element in the success of implementing project objectives (i.e., state absolute priorities and other project objectives) in the school, participation by administrators should be deliberately pursued. Principals who are knowledgeable about science and math contents, state standards, and approaches to teaching science and math are more likely to provide leadership and commitment to ensure high quality instruction and learning of science and math sequences. Projects are permitted to offer an incentive for meaningful administrator participation.

Meaningful participation is expected to equal at least half of the contact hours required of teacher participants. Meaningful participation means that the principal is participating in ways similar to teacher participants. A principal only observing the project would not be considered to have meaningfully participated in the project. Participating administrators must be paid the same as any other participant.

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

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

Detail the number of contact hours per participant (**minimum of 30 contact hours over the**

spring semester and 10 hours in a summer workshop), and explain why the estimated number of contact hours is sufficient for learning and practice.

Use the Cycle 15 participant data form to indicate planned participants and submit no later than Feb 1, 2018. When submitting this form **make sure that the subject line contains the project name and the name of the project director. Also include the project director's name, the lead fiscal institution and the name of the project on the spreadsheet.**

<https://dhe.mo.gov/ppc/grants/teacherquality.php>

Describe the projects collaboratively developed PD activities and how they are aligned with existing district, state, and national standards as well as grade or course level expectations. Also describe how the content and methods are aligned with school district/ building curriculum and classroom materials. Please provide a table detailing this alignment.

Explain how baseline data was measured and developed to inform project activities.

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

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

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

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

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

Describe how the project incorporates activities that utilize scientifically-based research on instructional strategies and best practices for professional development and for K-12 education

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

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

Identify strategies to be used to communicate project results to appropriate audiences. Project activities and modules may be made public through website postings. Project directors are encouraged to share useful information from their projects at meetings of one of Missouri's math

and /or science teachers' professional organizations, teacher education organizations, or other professional organizations. **MDHE Improving Teacher Quality Grants cannot support out-of-state travel for dissemination purposes, project personnel and others are encouraged to locate other funds to support trips to national meetings located outside of Missouri.**

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

F. Project Budget & Justification

Provide a budget using Form C103 on the MDHE website:

<https://dhe.mo.gov/ppc/grants/teacherquality.php>

Provide a budget justification that contains the following elements:

(The Budget Justification is a written narrative that is submitted with the Budget – Form C103. Please use the headings provided below. The Budget Justification should address each of the following categories that are also listed on the Budget Summary Form **(Note: food at meetings/training/professional development is not an allowable expense. If it is necessary to have working meals, then justification must be provided for every meal as well as specific details on the work assigned and completed)**. Within the Budget Justification provide an explanation of the matching funds listed for the project (Must be at least 20%). Provide a Budget Justification Below)

Personnel

All paid personnel with their salary amount and how their salary was derived using a clear calculation of the expected real-time contribution of the person to the project. Provide the salary the person receives as a function of his/her regular appointment.

Describe the roles of all personnel and justify their inclusion in the project. ITQG funding may not be used to pay graduate assistantships. Graduate and undergraduate students may be hired to do specific jobs, but cannot be provided with tuition assistance or health benefits.

You may use a table like the one below:

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

objectives. Outcomes include but are not limited to teacher pre/post content gains, student achievement on focus content through valid and reliable student tests administered by the district.

Teacher or project designed pre/post student and teacher tests must show reliability scores along with reported student and teacher achievement.

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

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

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

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

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

H. Project Sustainability

Sustainability Plan

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

I. External Evaluation

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

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

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

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

The following table outlines the state's five absolute priorities/objectives and other anticipated evaluation methods that will be used by both the internal and external evaluation team and project directors. **This table is not meant to be inclusive of all data collection.** External evaluators will keep PIs informed of the timing of data collection and will minimize the impact on programming as much as possible. In return, external evaluators request the support of PIs to assure complete coverage of their project and participation by the maximum number of teachers and students.

Table 2. Anticipated Methods of Data Collection and Evaluation

(Note: Fill in the Middle Column of Table 2)

Missouri Absolute Priorities/ Objectives for All Projects	Internal Evaluation Method(s) of Data Collection and Evaluation	External Evaluation Method(s) of Data Collection and Evaluation
Objective 1. Improve student achievement in targeted mathematics and science content areas integrated with literacy (especially High Needs School Districts).		Missouri state test scores from project teachers' students analyzed for statistically significant gains compared to non-project teachers' students.
Objective 2. Increase teachers' knowledge and understanding of key concepts in targeted math and science content areas integrated with literacy.		Teacher content test focused on ITQG content focus for this cycle analyzed for statistically significant gains; observations of project implementation

Objective 4. Improve teachers' knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction.		Examination of teacher-designed tools, classroom observations, interviews with teachers and project staff
Objective 5. Improve the preparation of preservice teachers through improvements in mathematics and science content and pedagogy courses.		Interview/surveys with faculty of focus courses; analysis of extant documents demonstrating change
Additional Project Objectives		External evaluators will be available to assist in internal evaluation of additional objectives.

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

1. Conducting an initial **mandatory** meeting for project directors and internal evaluators to explain the external evaluation, describe interface between external and internal evaluations, inform projects about data required from internal evaluators, and promote uniformity in data collection strategies and evaluation techniques among projects.
2. Assuring ongoing and continuous contact with the evaluation team, including timely response to questions.
3. Providing an opportunity for project directors to meet with the evaluation team prior to the project s start.
4. Developing an evaluation process that incorporates formative and summative evaluation for the program and assist projects in the development of internal evaluation plans.
5. Submitting reports to MDHE by November 30, 2015 and subsequent years of multi-year projects, including an oral public report highlighting findings for projects and across the program.

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

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

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

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

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

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

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

Provide assurances that project staff will report information for every participant (Participant Data Form) by **Feb 15, 2017** and a final submission no later than **July 31, 2018**. **These forms will be submitted to the grant coordinator and to the external evaluators:**

Evaluation Reimbursement

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

Projects will be notified by the MDHE Program Coordinator when external evaluation commitments have been met for each invoice and payment may be made at that time. Projects are then authorized to make reimbursement requests to MDHE for external evaluation fees. External evaluation invoices are authorized to be submitted on April 14, 2017, October 13, 2017 and Aug 24, 2018 to the projects. **The external evaluation reimbursements may be submitted before the official project start date and after the project end date of Aug 31, 2018. Requests for reimbursements for external evaluation will not be considered as one of the three reimbursement requests submitted during the life of the project.**

Evaluation Summit

A one-day meeting September 21, 2018 will showcase the external evaluation report for ITQG professional development projects funded during Cycle-15. **Project staff and selected participants from each project are required to attend and must provide assurances that they will attend.**

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

Section III Forms

The following forms that must be submitted along with the

Form C103: Budget

Form C104: Collaborative Planning Team Document

Form C105: Joint Effort Document

Form C106: Letter of Commitment K-12 Partner

Form C107: Letter of Commitment Higher Education Partner

Form C108: Certificate of Assurances

Form C110: Fiscal Agent Higher Education Partner

Scoring Rubric

Proposals will be reviewed and rated by a peer review team chosen by the MBHE. The following criteria will be used to rate the proposals. **(115 total possible points, of which up to 15 points to be allotted for the Cycle 15 Competitive Priority of Literacy skills.**

Required Proposal Elements: The proposal includes all required elements listed in the Proposal Format section. If any required elements are missing the proposal will be returned to the project director.

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

Demonstrated Need (10 points): The proposal provides clear evidence of the K-12 school educators and administrators need for professional development and alignment with ESEA Title II, Part A needs assessments in high-need school districts.

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

Project Design (15 points): The proposal clearly describes the participants to be targeted and specifically explains how the professional development activities can produce long-term, systemic change, and includes goals, state absolute priorities/objectives, other objectives, and activities that reflect a program of sufficient duration, size, scope and quality that, if implemented, will yield improvements in teaching and learning. The proposal explains how the professional development activities are based on research documenting student achievement outcomes. The proposal clearly and specifically explains

how collaboratively developed professional development activities will be effectively aligned with existing district professional development efforts in partner district(s). The proposal clearly and specifically explains how the project's professional development activities will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs. The proposal demonstrates how each of the five state absolute priorities/objectives will be achieved. Integration of literacy, technology, and best strategies in Math, Science, and Language Arts is explicit.

Project Activities/Structure (15 points): The proposal clearly explains in detail the duration of the project and expected accomplishments and/or outputs for each year. A timeline detailing proposed activities, expected progress toward objectives and any milestones is clearly displayed evidencing a thoughtfully planned project structure. The proposal explains how the project meets the absolute and competitive priorities of the RFP.

Program Sustainability (15 points): The proposal provides convincing evidence of institutional support (monetary and non-monetary) and the potential to sustain efforts of the project after the life of the grant. The proposal includes support outside of academia.

Information Dissemination (5 points): The project proposal describes clearly and in detail how participants will reflect and provide feedback on participation and growth. The proposal details how teachers and project personnel will inform colleagues and make results of project available to other educators on a statewide basis.

Internal Evaluation Plan (10 points): The evaluation plan clearly indicates the measures and scientifically based research methods that will be used to evaluate the effectiveness of the project in relationship to its stated intended outcomes. The evaluation plan includes measures and a timeline appropriate for the stated outcomes. Data collection and analysis methods are clearly described and appropriate for the stated outcomes.

Budget (10 points): The proposal clearly presents a cost-effective budget and narrative justification that is consistent with the scope of the proposed objectives (state absolute priorities and other objectives) and activities. The use of ITQG funds seems reasonable and effective for meeting the need described for proposed professional development activities. All budgetary guidelines and limitations were followed.

Project Personnel (10 points): Describe the key project personnel, their qualifications, and their roles and responsibilities. Provide a two page or less curriculum vita or resume for each key project personnel.

Competitive Priority (10 points)

Demonstrates a well thought out plan to incorporate literacy strategies into the professional development

DEADLINES, SUBMISSION PROCESS, AND REVIEW

RSVP for the technical workshop must be received by: Tuesday October 31, 2017

Final proposals must be submitted by Tuesday December 5, 2017 by 5:00 p.m. to elizabeth.valentine@dhe.mo.gov

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

Please adhere to the following instructions when submitting your proposal:

After responding to all sections of the proposal, obtain all necessary signatures (may sign electronically).

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

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

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

Awards will be announced on or about December 15, 2017, and are subject to the availability of federal funds. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to the MDHE grant coordinator within 10 working days of the announcement of awards. Further information concerning the grievance process is available from the grant coordinator.

The following must be completed by an Authorized Officer from the lead institution: (Institutional contact name, title, address, phone, e-mail)

Institution Name: _____

Authorized Officer Name: _____

Authorized Officer Title: _____

Authorized Officer Address: _____

Authorized Officer Phone: _____

Authorized Officer Signature: _____

**Dr. Elizabeth (Liz) Valentine, ITQG
Coordinator Missouri Department of
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