

REQUEST FOR PROPOSALS—Effective October 15, 2009
<http://www.coe.uga.edu/teacherquality/>

**Improving Teacher Quality State Grants –
 Title II, Part A of the No Child Left Behind Act**

**(Administered by The University of Georgia
 for The Board of Regents of the University System of Georgia)**

The Improving Teacher Quality State Grants, Title II, Part A has approximately \$1.9 million for the State of Georgia to be awarded during the review process to be held January 2010. Awards are expected to range from \$5,000-\$75,000 with the possibility of 15 months funding available.

Submit proposals to:
 Teacher Quality Office c/o Clarice Thompson
 372 Aderhold Hall
 The University of Georgia
 Athens, GA 30602

One original and five (5) copies of the proposal must be sent first-class mail and have a postmark no later than Wednesday, January 13, 2010 or hand delivered by 5:00 PM on Friday, January 15, 2010.

Recent Changes to the RFP

1. A new Proposal Rating Instrument is included within the RFP.
2. A proposal that involves teachers from four or more High Need LEAs may request funding for 2 years.

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1. Purpose of Grants

The purpose of each grant is to plan and conduct professional learning experiences with the goal to strengthen and deepen teachers' content knowledge in their academic subjects. Special attention should be given to how the deepened content knowledge will impact teaching practices and student learning. Grants can also address teachers' use of technology, alternative assessment strategies, or innovative teaching strategies, all with the goal to improve teaching practices and student learning. Projects that attend to the content within and implementation of Georgia's Performance Standards (GPS) are encouraged.

Projects should serve at least **12** teachers from elementary, middle, or high schools in Georgia. Projects with groups from local schools (4 or more teachers per school) and/or 50% or more of the faculty at one school are encouraged. It is expected that participating institutions of higher education and school systems will provide some form of matching contribution. Contributions born by another Federal grant (e.g., grants from the Georgia Math Science Partnership, NSF, DOE, NIH, etc.) cannot be shown as matching funds in the budget.

All grant applications must include a scientifically based rationale for principal components of the proposed project. See the Georgia Teacher Quality website (www.coe.uga.edu/teacherquality/) for information on this requirement.

2. Types of Grants

Grants are for the professional development of teachers in Language Arts, Mathematics, Reading, Science and/or Social Studies.

Grants can be of types A, B, C, AB, or BC. The expected cost of AB or BC projects is up to \$75,000.

Type A

Semester/quarter graduate-level courses (3-6 credit hours) or workshops (5-10 Professional Learning Units, PLUs) with follow-up

Expected cost: Up to \$ 30,000

Type A proposals have two parts and consist of the course or workshop **and follow-up** over at least one additional semester or quarter. The follow-up may include contact between project personnel and participants via a listserv, telephone calls, individual or group meetings, or other means. It is expected that projects that award 3 hours of credit or 5 PLUs will engage teachers in a minimum of 50 hours of professional learning; and projects that award 6 hours of or 10 PLUs will engage teachers in a minimum of 100 hours of professional learning.

Type B

Special projects

Expected cost: Up to \$ 50,000

Special projects are activities outside of the traditional course or workshop format. Special projects may include student activity as the basis for a teacher's learning experience. A special project can include field trips, special meetings, and investigations by teachers and their students as well as investigations of teachers' knowledge, working conditions, and methodologies as long as the results of these activities or investigations improve teaching and learning consistent with high academic standards, with special attention to students from diverse groups.

Type C

Semester/quarter graduate courses (3-6 credit hours) or workshops (5-10 PLUs) with sustained contact

Expected cost: Up to \$ 55,000.

Type C proposals have two parts and consist of the course or workshop **and sustained contact** over at least one additional semester or quarter. Part 1 should be the course or workshop, and Part 2 should

consist of sustained contact between project personnel and participants in the participants' classrooms and/or in-group meetings to share and reflect or to plan and conduct dissemination. Part 2 may involve course or PLU credit. It is expected that projects that award 3 hours of credit or 5 PLUs will engage teachers in a minimum of 50 hours of professional learning; and projects that award 6 hours of credit or 10 PLUs will engage teachers in a minimum of 100 hours of professional learning.

3. Eligibility and Partnerships

Faculty

Faculty from any public or private Institution of Higher Education (IHE) in Georgia may apply as Project Directors (PDs). Temporary or retired faculty or teachers can be Co-Project Directors (Co-PDs). The IHE **must** serve as the fiscal agent for the project.

Non-Profit Organizations

Non-profit organizations, such as museums, RESAs, service or professional organizations (e.g., 4-H, GSTA) may apply by organizing a partnership **with** one or more high need Local Education Agencies **and** a sponsoring IHE. The PD must be a faculty member from an IHE in Georgia who agrees to assume responsibility for oversight and fiscal management of the project. This faculty member may or may not be personally budgeted in the proposal. All funds will be awarded, via a subcontract, to an IHE in Georgia.

Partnerships (applies to all proposals)

There must be a three-way partnership between

- (1) a unit of an IHE that prepares teachers,
- (2) at least one High Need Local Educational Agency (LEA), and
- (3) an Arts and Sciences content unit from an IHE.

[If the content unit and the unit that prepares teachers are in the same Division or College, then a letter stating such should be included in Appendix 3 of the proposal.]

Partnerships may include other LEA's, schools, charter schools, professional or cultural organizations, museums or similar non-profit organizations, other components of an IHE, or a business.

Partners **must** be identified in letters that describe their involvement in project planning and implementation as well as their fiscal or in kind support.

U. S. Department of Education regulations (2123(c)) require that not single participant in an eligible partnership (i.e., no single high need LEA, no single unit of an IHE that prepares teachers, no single IHE arts and sciences content unit, and no other single partner) may "use" more than 50% of the Teacher Quality award.

Criteria for a High Need LEA

A High Need LEA is a school system that reported a percentage of highly qualified teachers that is below the state average (in Georgia 97.7%) and that enrolls at least 10,000 or 20% of its students from families whose income is below the poverty level. Poverty information is from the most recent published U.S. Census data on percentage of children per LEA below the poverty level.

LEAs that meet these criteria are identified in a list and map presented at the Georgia Teacher Quality website.

A proposal that addresses the professional learning needs of individual teachers or groups of teachers from four or more High Need LEAs may request funding for 2 years. An estimated budget total for Year 2 should be included in the budget narrative.

4. Proposal Components and Organization

The original and each of the five copies of the proposal should contain the following components:

- (i) Cover sheet # 1
- (ii) Additional page with names, professional affiliation, and contact information for Co-PDs
- (iii) Coversheet #2
- (iv) Abstract of 250 words or less, double-spaced, and using Times 12-point font

The abstract should state whether the proposed project renews a current project or is a new endeavor; summarize the project's goals, activities, and expected outcomes; indicate the anticipated target population and the project's starting and ending dates; and list by name all the LEAs and other participating organizations.
- (v) Text of proposal (Times 12-point font, double-spaced), including
 - Demonstrated need
 - Goals and objectives
 - Plan of operation
 - Evaluation
- (vi) Appendix 1: Budget summary and itemized budget
- (vii) Appendix 2: Budget narrative
- (viii) Appendix 3: Capacity - Project faculty and support personnel, description of facilities and equipment, letters of support, and institutional, business or private, and school contributions

In addition to the original and five copies of the proposal, the proposal packet should contain **two** sets of the following:

- (i) Cover sheet # 1
- (ii) Sheet with Co-PD information
- (iii) Cover sheet # 2
- (iv) Abstract

Each set should be stapled separately and **not** attached to the original or any of the five copies.

5. Proposal Text and Format

Demonstrated Need

The needs of the teachers to be served by the project along with the process by which the needs were determined should be described. If the proposed project is a continuation of or closely related to projects recently funded by Teacher Quality grants, the *outcome of recent activities should also be documented*.

Project Goals and Objectives

Explicit attention must be given to the demonstrated needs of the teachers to be served and to the goals and objectives that strive to address those needs. Proposals should be designed to assist teachers in one or more of the following:

- Becoming current in the content they teach; and
- Becoming current in appropriate strategies for teaching their subjects; or
- Developing the necessary background in order to incorporate instructional technology into the courses they teach.

Plan of Operation

The plan should indicate how activities are appropriate to the needs of the intended teacher participants and aligned with project goals and objectives. It should also include evidence that the proposed activities are scientifically based, reflective of effective professional development, and likely to have a demonstrable impact on teacher practice and student learning. A schedule of project activities, including a timeline, should be provided along with a project management plan. This section of the proposal should be given primary consideration and should be as specific and detailed as possible. Follow-up (Type A)

and sustained contact (Type C) project components are considered part of the activities and should be addressed in this section.

Participants should be described along with strategies that will be used for recruitment and any criteria used for their selection. Project participants may include practicing teachers at the elementary, middle school, and/or high school level. Teachers who are supervising or providing assistance (e.g., academic coaches) at these levels are also eligible participants. Persons who will not be teaching in the 2010-2011 school year are not eligible to participate in Teacher Quality projects.

Projects can be aimed primarily at teachers, but will be considered when participants include supervisors, department heads, or administrators. In a project aimed at teachers, inclusion of some school administrators is likely to facilitate the impact of the project. If a school administrator attends at least half of the activities of a project, an award of \$500 to the administrator's school can be included in the budget to support follow-up or sustained contact activities.

Evaluation

Each proposal must include an evaluation plan. At least 3% of the total project budget (before adding the management fee) must be directed to project evaluation. An individual or organization not directly involved in the project's professional development activities must lead the evaluation effort.

A project's evaluation effort must address at least one of the overall Teacher Quality evaluation questions: (1) What is the impact of Teacher Quality funded professional development experiences on teacher learning and teacher practice? and (2) What is the impact of Teacher Quality funded professional development experiences on the learning of students whose teachers participate in the experiences? Teacher learning is interpreted broadly to include content knowledge, pedagogical understandings and skills, and dispositions related to the focus of the professional development experiences.

Efforts to evaluate the project's impact should be related to the proposed budget. Questions that might be addressed in a project evaluation plan are: How will the project's impact be assessed? What kind of evidence will be used to demonstrate impact? How will the results of the evaluation be used to inform on-going project activities and/or subsequent teacher professional development projects? However these questions are addressed, the project's goals and objectives should be realistic and achievable, particularly in light of budget constraints. The plans for gathering and analyzing data should address the project's objectives and be doable with appropriate budget support.

Instruments, such as self-assessment surveys, interview schedules and protocols, and pre-and post-tests should be obtained or constructed, and, if possible, tested before their use. Data collection strategies that require judgments of performance (e.g., classroom observations, videos, teacher journals, or email responses) should be accompanied by criteria for making judgments.

Evaluations that intend to show an increase in knowledge or performance require baseline data from the start of the project as well as data collected during and at the end of the project. Words such as enhance, improve, deepen understanding, strengthen, develop, and broaden connote gains that may need to be established through pre- and post program data.

Capacity

In Appendix 3, present a brief description of the following:

- faculty and support personnel involved in the project and their roles (The involvement of faculty members from both arts and sciences units and units that prepared teachers should be described.)
- facilities and available equipment at the host institution that are relevant to meeting the program's objectives.

- contributions by the host institution and, if appropriate, from personnel, facilities, or other resources from private business and industry (The nature of the collaboration between and contributions, either cash or in kind, of the project's partners should be specified.)

Letters Supporting Project Partnerships

In addition to indicating support for a project, letters **must** describe the partner's (i.e., LEA, IHE, others) contributions to the project's partnership through (a) involvement in project planning, (b) involvement in implementation of project activities, and (c) fiscal or in kind support. Letters should be personalized to reflect the partner's contribution to the project.

Cover Sheet(s)

All proposals from University System of Georgia institutions or from private colleges or universities need to include Cover Sheet #1 and Cover Sheet #2. Cover sheet templates can be found on the Teacher Quality website.

Format

All text (including text in the appendices) should be

1. Single-sided
2. Double-spaced (26-28 lines per page)
3. Font: Times size 12
4. Margins 1"
5. Pages numbered consecutively, starting with the text of the proposal and ending with the last page of Appendix 3

The text for proposals of Type A, B, or C cannot exceed **9 pages**; text for proposals of type AB or BC cannot exceed **12 pages**.

The total length of Type A, B, or C proposals, including all appendices and letters of support should not exceed 25 pages. The 25 pages do not include the cover sheet pages and the abstract.

The total length of Type AB, or BC proposals, including all appendices and letters of support should not exceed 30 pages. The 30 pages do not include the cover sheet pages and the abstract.

6. Budget Items and Preparation

Budget (See forms and sample on the Teacher Quality website.)

A budget summary AND an itemized budget should be completed on the budget forms from the Teacher Quality website. The PD is responsible for ensuring that the budget office at his/her IHE uses the correct forms and the categories exactly as shown on the budget forms.

The budget should specify the expected number of participating teachers, and, where applicable, the number of credit hours or PLUs to be earned by each participating teacher.

Budget Narrative (See sample on the Teacher Quality website.)

The budget narrative should describe and justify the different budget items. Specifics include information about each faculty member's base salary, fringe rate for summer or academic year, number of salary units requested; salary for graduate student, number of hours requested per 9 month or 12 month period; name and rate of consultants or guest speakers; tuition per registered hour; room and board per day per participant; cost of requested materials (e.g., books, supplies, etc.) per participant.

Budget Items

Funds can be requested for

- Faculty salary

- Summer: Maximum allowed by IHE for each 3-hour semester credit graduate course or 5 PLU credit workshop up to 11.1%; fringe benefits at summer rate
 - Academic year: 10% of academic year salary for each 3-hour semester credit graduate course or 5 PLU credit workshop; no fringe benefits allowed
 - Salary differential: If tuition is requested, then the tuition plus the salary differential, if necessary, will cover the faculty member's salary and summer fringe benefits. Faculty salary coming from tuition should appear in the budget as tuition (requested funds) AND "Matching Funds," and the salary differential should be listed under "Requested TQ Funds." Salary differential is defined as the difference between tuition generated through registered project participants and a faculty member's regular salary and fringe benefits for teaching a 3-hour semester credit graduate course or 5 PLU credit workshop.
 - Salary requests must be explained in the budget narrative and linked to project activities and the number of participants.
- Support personnel
 - Teaching assistants (i.e., graduate assistantships, including, if applicable, the appropriate addition for insurance)
 - Consultants, if appropriate (consultant rate not to exceed \$300/day)
 - Budget for support personnel must be explained in the budget narrative and linked to project activities and the number of participants.
- Participant support
 - PLU fees
 - Stipends up to \$ 60 per PLU hour (to cover participants' travel to the workshop)
 - Room, board, travel, and stipends up to \$ 30 per PLU hour for residential programs
 - Tuition (Teachers may not be personally charged tuition.)
 - Substitutes (It is expected that LEAs will contribute to this item.)
 - Technology fees, parking fees
- Faculty and support personnel travel (reimbursed up to the current state rate)
- Management: 8% for a proposal requesting up to \$50,000, and 6% for a proposal requesting more than \$50,000. These rates of 6% and 8% are approved by the Board of Regents of the University System of Georgia to provide for administration in support of projects.
- Materials and supplies
Only materials and supplies directly related to the project may be charged to the grant. The budget narrative **must** include a listing of all materials and supplies along with an explanation of how they will be used in the project.
- Copying and postage
Postage directly related to the project must exceed \$500 to be charged to the grant. Copying and postal charges **must** be justified in the budget narrative and linked to project activities and number of participants.

Matching funds

- Faculty salary – tuition, if requested, must be used for faculty salary
- Academic year fringe
- Stipend enhancements
- Substitute teachers

- Travel

Not allowed are

- Contributions born by another Federal grant as matching funds
- Salary that is extra compensation
- Out-of-state airfare
- Activity fees, health fees, membership fees, and subscriptions
- Substantial costs for items that will become the property of LEAs (e.g., classroom sets of graphing calculators, laboratory equipment)
- Office supplies, materials, equipment, books, and telephone costs not directly linked to project activities

7. Proposal Review and Rating

Proposals will be reviewed and rated by a panel of educators from various school systems, institutions of higher education, and non-profit educational agencies across Georgia based on the following criteria:

- **Demonstrated Needs**
- **Meaningful Partnership**
- **Project Goals and Objectives**
- **Plan of Operation**
- **Capacity**
- **Evaluation**
- **Budget**

The Proposal Rating Instrument that will be used by reviewers to rate proposals is presented beginning on page 9 of this RFP and at the Georgia Teacher Quality website.

8. Expected Beginning and Ending Dates

Indicate in the project abstract and narrative description the expected beginning and ending dates for all project activities.

9. Contact Information

For further information contact

Dr. Thomas Koballa, PI, (tkoballa@uga.edu), or

Ms. Clarice Thompson, Administrative Coordinator (cthompso@uga.edu) at the University of Georgia at (706) 542-4043.

Email should be sent to **both** provided addresses.

Georgia’s Improving Teacher Quality Grant Program Proposal Rating Instrument – 2010

Proposal ID: _____

Reviewer’s Name: _____

Reviewer Score

- ___ 1. Demonstrated Need (out of 15 points)
- ___ 2. Meaningful Partnership (out of 10 points)
- ___ 3. Project Goals and Objectives (out of 15 points)
- ___ 4. Plan of Operation (out of 25 points)
- ___ 5. Capacity (out of 15 points)
- ___ 6. Evaluation (out of 15 points)
- ___ 7. Budget (out of 5 points)

Total Score: _____ (out of 100 points)

1. Demonstrated Need – 15 points

Reviewer Score: __

- There is evidence that proposed activities address documented, real needs of participants with an emphasis on participants from high need, low performing Local Education Agencies (i.e., school systems).
- Project involves one or more Local Education Agencies that is below the State highly qualified teacher average (in Georgia 97.7%) AND 20% or more of its students are members of families that live in poverty.
- **If the project is a continuation, the proposal provides documentation of the success of recent activities.**

Comments: _____

2. Meaningful Partnership – 10 points

Reviewer Score: __

- There is evidence of active involvement of all required partners in planning, governance, and implementation.
 - Local Education Agency
 - Arts and Sciences (content) unit of Institution of Higher Education
 - Unit of an Institution of Higher Education that prepares teachers
- The planning process is clearly described and documented.
- Letters of support are provided from partners and clearly indicate the partner’s role and commitment.

Comments: _____

3. Project Goals and Objectives – 15 points**Reviewer Score: __**

- Goals and objectives are clearly identified and are linked to demonstrated needs.
- The objectives have potential to result in measurable improvement in teachers' content knowledge in their academic subjects, teaching practice, and their students' learning.
- Objectives and project activities are aligned with Georgia Performance Standards (GPS).

Comments: _____
_____**4. Plan of Operation – 25 points****Reviewer Score: __**

- There is evidence that proposed activities are scientifically based, reflective of effective professional development, and will have a demonstrable applicability to teacher practice and student learning.
- Activities are appropriate to the needs of the intended participants and aligned with project goals.
- Recruitment/selection plan ensures participation by teachers from one or more high need Local Education Agencies.
- A schedule of activities, including a timeline, is presented and is reasonable for completing all activities.
- There is evidence of follow-up activities, and in the case of Type C or Type BC proposals, sustained contact involving multiple group meetings OR project personnel visiting participants' classrooms.

Comments: _____
_____**5. Capacity – 15 points****Reviewer Score: __**

- The role of each key faculty and support personnel member is clearly described.
- Key staff members have appropriate credentials as evidenced in vitae or job narratives.
- The size of the staff and the amount of time devoted to the project is appropriate for the proposed activities.
- Facilities and equipment at the host institution needed to carry out the project are clearly described.
- Contributions from private business or industry, if applicable, are described.

Comments: _____
_____**6. Evaluation – 15 points****Reviewer Score: __**

- The evaluation plan includes measurable targets, and adequately assesses achievement of project goals and effectiveness of activities.
- The evaluation plan describes means of assessing participants' changes in content knowledge, classroom practice, and, if appropriate, their students' performance.
- Classroom visitations are included in the evaluation plan, if appropriate.

Comments: _____

7. Budget – 5 points

Reviewer Score: __

- The budget reflects all funding sources (cash and in kind) and clearly indicates how each activity is funded. Note: Contributions born by another Federal grant should not be shown as matching funds.
- Budget line items are adequately explained in the budget narrative.
- Budget costs are reasonable, tied to specific project activities, and adequate for the project objectives and design.
- The budget appears to meet the requirement that 3% of the grant funds are used for project evaluation.
- There is a financial commitment from each of the project partners.

Comments: _____
