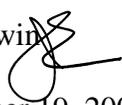# Illinois Board of Higher Education

Carrie J. Hightman, Chairwoman • Judy Erwin, Executive Director

MEMORANDUM

TO: The Illinois Higher Education Community

FROM: Judy Erwin

DATE: November 19, 2009

RE: **Request for Proposals (RFP) – Includes High Need Districts Tables**
And clarification of Independent External Evaluator

               FY2010 ESEA - Improving Teacher Quality State Grant Program

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Accompanying this memorandum is a Request for Proposals (RFP) for new grant projects under the Fiscal Year 2010 Improving Teacher Quality State Grant Program. The information and materials provided in this RFP should be used by partnerships to submit a proposal. Proposals submitted in response to this RFP must be received by 5:00 p.m. CST on **January 22, 2010**.

The Illinois Board of Higher Education (IBHE) recommends that applicants submit a letter of intent by November 30, 2009 if they plan to submit a proposal for this phase of funding. Please refer to additional details provided on page 35 of this RFP.

The Improving Teacher Quality (ITQ) federally-funded program aligns with and supports the *Illinois Public Agenda for College and Career Success* strategy to "Strengthen teacher and school leader quality through upgraded standards and professional development." **The IBHE intends to fund projects that provide research-based professional development for in-service teachers in "high need school districts" with measureable outcomes that include student achievement gains.** These projects should inform the understanding of collaborative projects using a logic model that represents a theory of change to improve student achievement.

This RFP is timely given the current reform of teaching standards by the Illinois State Board of Education. Grants will be awarded for up to three years. The maximum grant award for FY2010 will be $325,000. The ITQ Program is intended to serve all geographic areas in the State of Illinois.

An informational meeting will be held November 17, 2009 from 1:00 p.m. to 4:00 p.m. at the Parke Hotel in Bloomington to answer questions regarding the RFP. To register, please email grants@ibhe.org by November 13, 2009 and indicate if you would like to attend the meeting in person or remotely via a telephone conference. In the subject header of the e-mail, please type "Registration for November 17 meeting." Registrants will receive an e-mail to confirm registration and will be provided call-in information. It is highly recommended that prospective applicants attend this meeting.

Illinois Board of Higher Education

FISCAL YEAR 2010

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE II

IMPROVING TEACHER QUALITY
STATE GRANT PROGRAM

REQUEST FOR PROPOSALS

AND

GUIDELINES FOR SUBMISSION

Informational meeting .... November 17, 2009
Intent to apply .... November 30, 2009
Proposal due date: .... January 22, 2010
Decision on proposals: .... April 2010
Maximum award available in 2010 .... $325,000
Estimated funds available: $2,900,000

Illinois Board of Higher Education

Elementary and Secondary Education Act, Title II
Improving Teacher Quality State Grant Program

Request for Proposals (RFP) FY2010

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I. General Information

A. Program Purpose

The federal Elementary and Secondary Education Act of 1965 (ESEA), reauthorized on January 8, 2002, places significant emphasis on increasing the academic achievement of all students by improving teacher and principal quality and ensuring that all teachers are highly qualified. According to guidance from the U.S. Department of Education, the purpose of ESEA Title II, Part A is "to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified." ESEA Title II, Part A, Teacher and Principal Training and Recruiting Fund, is herein referred to as the *Improving Teacher Quality State Grant Program.* Under this program, the Illinois Board of Higher Education (IBHE) will make competitive grants to eligible partnerships comprised of institutions of higher education and high-need Illinois public school districts (see Eligible Applicants section, next page).

Partnerships must use funds to conduct professional development activities for in-service teachers, paraprofessionals, and (as appropriate) principals, to increase in-depth understanding of content knowledge, including central concepts, methods of inquiry, structures of the discipline and content area literacy of the core academic subjects they teach (including computer-related technology to enhance instruction). Professional development also may include activities designed to ensure that principals have instructional leadership skills that will help them to work effectively with teachers to help students master core academic subjects and improve student learning. Funds may be used creatively to address educator quality challenges, including professional development, teacher preparation, recruitment and hiring, induction, teacher retention, and school leader preparation and support. Partnerships applying for grants will provide a work plan and commitment of continuing institutional funds for improving specific aspects of teacher and/or school leader preparation program(s).

The Improving Teacher Quality State Grant Program is aligned with and supports the *Illinois Public Agenda for College and Career Success*. The *Illinois Public Agenda Final Report* is available on the Illinois Board of Higher Education website at:

   http://www.ibhe.state.il.us/masterPlanning/materials/070109_PublicAgenda.pdf

Page five of the Public Agenda report describes *Goal 1: Increase educational attainment to match best-performing states*. Recommendation 1 under this goal is to "increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability." To implement this recommendation, one strategy is to *strengthen teacher and school leader quality through upgraded standards and professional development.*

This RFP requests proposals for projects that will strengthen educator quality through professional development. Professional development activities must address effective teaching and/or leadership methods based on proven, research-based strategies that have been shown to increase student academic achievement. **Agencies that receive funds are held accountable to the public for improvements in academic achievement.**

B. Eligible Applicants

The U.S. Department of Education, under ESEA Title II, Part A, Section 2131, defines eligible applicants. Eligible applicants are **partnerships** comprised of, **at a minimum**:

1. An approved public or private institution of higher education and the division of the institution that prepares teachers and principals;
2. A school of arts and sciences; **and**
3. One or more high-need Illinois public school districts or local education agencies (LEAs).

A *high-need LEA* must meet both poverty and teaching challenges. A high-need LEA is defined as a school district:

a.   that serves not fewer than 10,000 children from families with incomes below the poverty line; OR for which not less than 20 percent of the children served by the district are from families with incomes below the poverty line; **and**

b.   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 for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Appendix A Tables 1 and 2 provide listings of Illinois Public School Districts that may be considered eligible to participate in the Improving Teacher Quality State Grant Program as a "high-need public school district."

*Eligible partnerships also may include***:**
- Another Illinois public school district;
- A public charter school;
- An elementary or secondary school;
- A Regional Office of Education;
- A community college;
- A nonprofit educational organization;
- Another institution of higher education, a school of arts and sciences or the division that prepares teachers and principals within such an institution;
- A nonprofit cultural organization;
- An entity carrying out a pre-kindergarten program;
- A teacher organization;
- A principal organization; or
- A business.

Only a public or private Illinois higher education institution with a division that prepares teachers and/or principals may serve as the fiscal agent for an eligible partnership. ESEA legislation specifies that no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership.

C. Grant Period/Renewal Requirements

Grants awarded under this program are intended to be three-year grants. Grants funded in FY2010 will be eligible for renewal in FY2011 and FY2012 based on the following conditions: (1) funding availability from the U.S. Department of Education; (2) project performance; and (3) accountability measures as demonstrated in annual interim external evaluation reports. The grant period for FY2010, the first year of the grant, will begin no sooner than April 6, 2010 and will extend through September 30, 2011.

D. Online Application

All fiscal year 2010 applications must be submitted online by 5:00 p.m. CST on January 22, 2010. In addition to submitting the online application, please mail three copies of the cover page (Attachment 1) <u>with original signatures</u>.

Please submit these materials to: FY2010 *Improving Teacher Quality State Grant Program* – Attn: Rich Jachino, Grant Administrator; Illinois Board of Higher Education; 431 East Adams Street, Second Floor; Springfield, Illinois 62701-1404. Online application materials will be available at http://www.ibhe.org. [Instructions for using the online application are provided in Appendix B.] The online system will be available to enter applications on or before October 30, 2010. The online registration system can be accessed at: http://www.ibhe.org/OGA/registerStep1.asp?Y=2010&C=NCL&T=N

E. Contact Information

For more information on this RFP, contact Rich Jachino, IBHE Grant Administrator, at 217/557-7339.

F. Informational Meeting

An informational meeting for potential applicants will be held to review this RFP and to answer specific questions about the application process:

Date:	**November 17, 2009**
Time:	**1:00 p.m. to 4:00 p.m.**
Location:	**Parke Hotel & Conference Center**
	1413 Leslie Drive Bloomington, IL
	Phone: (309) 662-4300
	Email: info@parkehotel.com

To register, please email grants@ibhe.org by November 13, 2009 and indicate if you would like to attend the meeting in person or remotely via a telephone conference. In the subject header of the e-mail, please type "Registration for November 17 meeting." Registrants will receive an e-mail to confirm registration and will be provided call-in information.

<u>Note</u>**: It is highly recommended that prospective applicants attend this meeting.**

Directions to the Parke Hotel in Bloomington, IL

Please park at the south end of the building, facing the airport, for conference center.

From Chicago: Use I-55 S to Exit 171 (Towanda). Go South through Towanda (about 1 mile) until you get to the 1st stop sign. Turn right and follow road around the curve. Proceed 4.5 miles south and the hotel will be located on the right, at the corner of General Electric Rd and Towanda Barnes Road.

From St. Louis: Use I-55 N to Veterans Parkway Exit 157B, proceed North on Veterans approximately 6 miles & turn right or east onto GE Road, continue for approximately 2.5 miles. Turn right on Leslie Drive. The hotel is located on the left.

From Champaign: Take I-74 west to Exit 142 (Downs). Go north through Downs, approximately 1 mile until you get to Route 150.Turn left onto Route 150 and travel 2.5 miles until you reach Towanda Barnes Rd. Make a right onto Towanda Barnes Rd (by the Freedom gas Station), and follow for about 7 miles. The Hotel is located on the left at the corner of Towanda Barnes Rd and General Electric Road.

From Peoria: Use 1-74 E to I-55 S, to Exit 167 (Veterans Parkway) proceed south on Veterans Parkway to GE Road turn left or east, continue for approximately 3 miles. Turn right to Leslie Drive. The hotel is located on the left.

From Central Illinois Regional Airport: Exit Airport going right or east on Route 9. First stoplight turn left to Towanda Barnes Road. Turn left at next stoplight onto GE Road and turn left on Leslie Drive. The hotel is on the left.

II. Background and Program Specifications

A. Definitions of Key Terms

For the purposes of this RFP, definitions for the following key terms are presented in Appendix C and must be used appropriately in your proposal.

- Arts and Sciences
- Charter School
- Core Academic Subjects
- Eligible Partnership
- High Need Local Education Agency (LEA)
- Highly Qualified Paraprofessional
- Highly Qualified Teacher
- Highly Qualified Charter School Teacher
- Highly Qualified Vocational Teacher

- High-Quality Professional Development
- Low-performing School
- Out-of-field Teacher
- Paraprofessional
- Principal
- Professional Development
- Pupil Services and Pupil Services Personnel
- Scientifically-based Research

B. Federal Program Requirements

The *Improving Teacher Quality State Grant Program* is authorized under Title II, Part A of the "No Child Left Behind Act of 2001 (ESEA)." Specifications in this RFP comply with the law, regulations, and non-regulatory guidance for this program.

The document *Title II, Part A Non-Regulatory Guidance (Revised October 5, 2006)* is available at the following website address: http://www.ed.gov/programs/teacherqual/guidance.pdf.

> *Note*: This manual presents pertinent information that states must consult when administering grant projects under this RFP. **It is highly recommended that project directors review this information while developing their proposals, particularly the state higher education grant section beginning on p. 36.**

Under Title II, Part A, *private schools must be contacted and private school teachers must be offered the opportunity to participate in professional development activities proposed through these grants.* [See Program Requirements, Section E.6 of this RFP for additional information about this requirement.]

C. State Program Specifications

In addition to following the federal program requirements described in the guidelines referenced above, proposals must also address specific state program specifications as described in this section.

1. Needs Assessment, Outcomes, Theory of Change, Logic Modeling, and Evaluation

Each proposed project must describe its partner district's identified needs, its intended outcomes, its theory of change, a logic model showing how the theory of change will be put into action, and its evaluation methods. Each of these required components is described in more detail below.

Needs Assessments

In order to receive formula funds distributed by the Illinois State Board of Education under ESEA Title II, Part A, school districts (LEAs) are required to complete an annual ***needs assessment*** of their teaching force. To determine teaching needs, the districts use information such as student achievement data, numbers of teachers in various grades and subjects lacking full certification or teaching out-of-field, teacher and student performance evaluations, and/or teacher self-evaluations. Districts may also review enrollment projections, teacher supply and demand projections, and community and business input. Data from these needs assessments should inform the districts about setting outcomes regarding teacher attributes and student achievement. For example, "District A" may identify improving student mathematics achievement as a need, based on analysis of student data.

Outcomes

Outcomes are intended results. *For the purposes of this program, the stated outcomes for proposed projects must include results for both teacher **and** student learning*. Activities must be designed with the stated outcomes in mind, and must include ways to measure progress and attainment of these outcomes. The proposed professional development activities must be research-based, meaning that they have been tested in previous settings and are documented to produce the desired teacher and student learning. Continuing the District A example, three outcomes for the proposed project could be:

> (1) Increased teacher knowledge and skills in mathematics (short-term outcome),
> (2) Changes in pedagogy and assessment practices in the classroom (mid-term outcome), and
> (3) Increased student achievement in mathematics (long-term outcome).

These outcomes should serve as the basis for "backward mapping" the activities, resources, and evaluation measures that will comprise the project.

Theory of Change

A theory of change is the underlying basis for an intervention, such as a professional development program. Theories of change are based on previous research, which should be cited for the proposed professional development intervention.

For the District A example, the project's theory of change might state, "Teachers who increase their mathematics knowledge and skills will be better able to design and deliver effective classroom mathematics instruction, resulting in increased student achievement." For this example, recent research regarding the link between teacher knowledge and skills and student achievement should be cited, along with any specific studies regarding that link as it pertains to mathematics achievement.
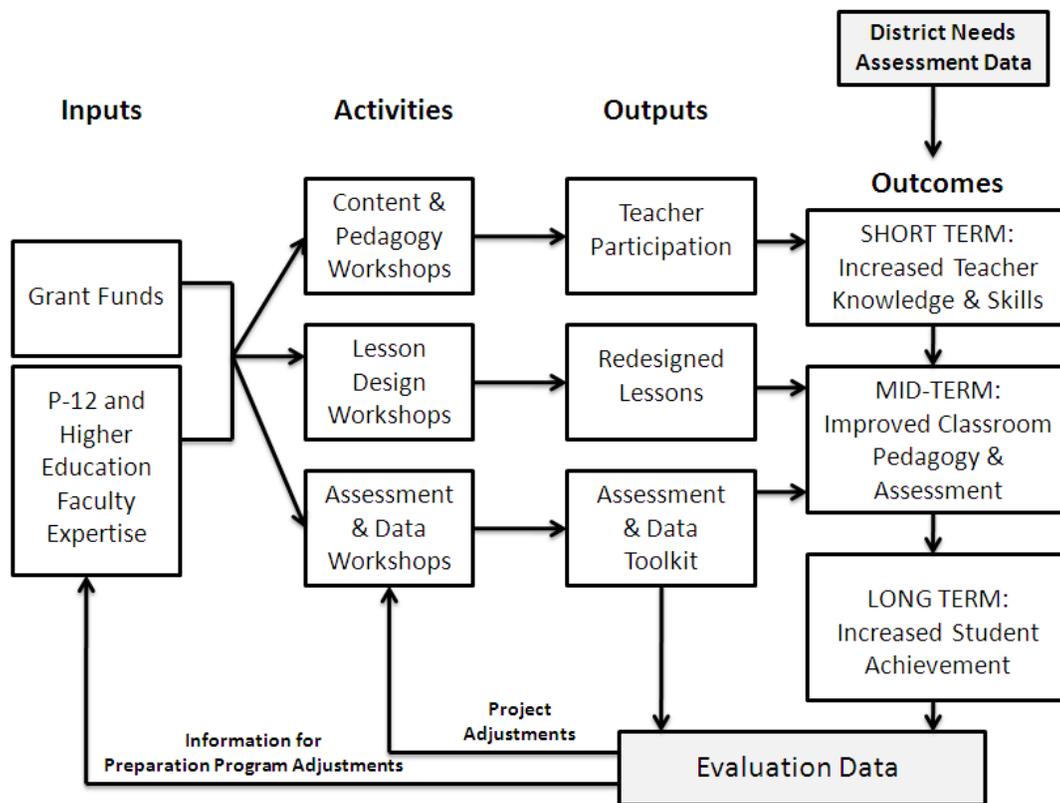
Logic Modeling

Logic modeling is a tool to clarify how the project's theory of change will be translated into actions that lead to the desired outcomes. The logic model has several components:

- ***Identified needs*** (based on districts' annual needs assessments)
- ***Inputs*** (resources for the program)
- ***Activities*** (project actions designed to yield intended results)
- ***Outputs*** (evidence that the program is being implemented as intended; an audit of activities, products, and participation)
- ***Outcomes*** (evidence of progress toward and attainment of intended results that include both teacher *and* student learning)
- ***Feedback loops*** (use of evaluation data to improve project characteristics and inform partners)

The logic model connects these five components, mapping backward from the identified needs and intended outcomes, to illustrate how resources will be used to implement a project that meets the identified needs of the district(s) and achieves the intended results. Graphically representing these five components helps to show how the intended results are to be achieved and exposes gaps, redundancies, or other inconsistencies with the program's underlying theory of change.

Continuing the District A example, a logic model for the project might look like Figure 1 below:

Figure 1: Sample Logic Model

The logic model makes it easier for all stakeholders in a project to make sure that the program they have designed and implemented is a reasonable attempt to accomplish its own stated outcomes.

Evaluation
As referenced above, the logic model also provides a template for *evaluation.* Each output and outcome implies specific evaluation measures to gauge progress and attainment. The evaluation data are then used by the partners to make programmatic adjustments to improve the project and also to inform other aspects of the partners' work. The logic model also helps the project stakeholders to think collaboratively and regularly review progress to support systemic, sustainable change. (See Appendix D for more information about evaluation requirements for this program.)

For further information on theories of change and logic modeling, refer to Appendix E.

2. Absolute Priorities: **Applications *must* address *all three* of the Absolute Priorities described below:**

<u>Absolute Priority 1</u>: Professional Development Aligned to State Standards

Professional development offered under these grants must be aimed at improving and increasing teachers' in-depth knowledge in core academic subjects they teach and focus on effective, scientifically research-based instructional strategies.

Research has shown that effective professional development includes five key attributes:
1. Content Focus
2. Active Learning
3. Coherence/Alignment with Identified Needs and State Standards
4. Duration (sustained, intensive)
5. Collective Participation

Projects must incorporate these key attributes in significant and meaningful ways. See Section E, Project Requirements section (below) for additional information about required components of proposed professional development projects.

Note: Professional development projects cannot rely solely on traditional workshops and conferences. Appendix F of this RFP presents a list of state and national websites with useful references for effective strategies in professional development.

Professional development projects must also align with the *Illinois Learning Standards* for core academic subject areas and the *Illinois Professional Teaching Standards* leading to improved student achievement. Professional development also may include activities designed to ensure that principals have the instructional leadership skills--including knowledge of curriculum and instruction, assessment of student learning, and using data-driven decisions--that will help them to work effectively with teachers to help students master core academic subjects and improve student learning. Professional development for principals must be aligned with the recently revised *Illinois Professional School Leader Standards*.

The state standards can be accessed through the following Internet sites:

- *Illinois Learning Standards:* http://www.isbe.state.il.us/ils/Default.htm
- *Illinois Professional Teaching Standards*: http://www.isbe.net/profprep/standards.htm
- *Illinois Professional School Leader Standards:*
  http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/29100_ILprofschleader.pdf

<u>*Note:*</u> <u>Revisions to Illinois Standards</u>
Illinois is currently in the process of reviewing and revising its education standards. Professional School Leader standards revisions will be completed in Fall 2009. Review of Professional Teaching Standards will begin in Fall of 2009. The state has also joined with 48 other states in agreeing to develop uniform student learning standards (Common Core Standards), beginning with work undertaken through the American Diploma Project. A draft of the national Common Core Standards may be accessed at: http://www.corestandards.org/Standards/index.htm.

Project proposals must address how professional development design and delivery will accommodate alignment to the new state and national standards as they become available.

Absolute Priority 2: Professional Development Linked to Student Achievement

Projects must provide research-based professional development for in-service teachers in "high need school districts" with measureable outcomes that include student achievement gains. Proposals must indicate appropriate student achievement measures based on the intended outcomes of the project.

Absolute Priority 3: Professional Development Informs Educator Preparation Programs

Professional development under this program must emphasize activities that inform and seek to improve initial teacher and principal preparation programs at the participating institutions of higher education.

3. Competitive Priorities: **Applications *may* address *any or all* of the competitive priorities described below.**

Competitive Priority 1 (up to 5 points): Low-Performing Schools

As long as a high-need district is a principal partner, low-performing schools in districts that do not meet the definition of "high need" may be additional partners, and their teachers and principals may participate in the project. Priority will be given to projects that provide professional development to teachers and/or principals working in low-performing schools. Low-performing schools are those schools designated by the Illinois State Board of Education (ISBE) as being in Academic Early Warning or Academic Watch status and/or in school improvement status under federal ESEA accountability requirements. Lists of schools designated in these status categories may be found at the following website:
http://www.isbe.net/research/pdfs/school_improvement08.pdf

Competitive Priority 2 (up to 5 points): Core Academic Subjects: Content and Pedagogy

Priority will be given to projects that help to provide teachers (and principals, if appropriate) with the tools and knowledge for students to meet learning standards in core academic areas (including knowledge of computer-related technology to enhance student learning). The term "core academic subjects" means English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography *[Title IX, Part A, Section 9101(11)].*

Competitive Priority 3 (up to 5 points): New teacher induction activities.

Priority will be given to projects that, in addition to offering content-focused professional development as described in the Absolute Priorities of this RFP, also include activities and outcomes related to new teacher induction support for teachers in high need districts.

Competitive Priority 4 (up to 5 points): Access for underrepresented/underserved groups

Priority will be given to projects that increase access to high-quality professional development opportunities for teachers from historically underrepresented/underserved groups.

D. Eligible Project Activities

Proposed professional development activities through these grants must be a part of local school or district-wide improvement plans, and based on needs assessments conducted by the participating district(s) under Title II, Part A requirements.

As described in the State Program Specifications/Absolute Priority section of this RFP, all projects funded through the ITQ grant program must identify how the collaborative partnerships (1) improve the quality of in-service teachers in alignment with state standards, (2) improve student achievement, and (3) improve teacher and/or principal preparation programs.

An eligible partnership that receives an *Improving Teacher Quality State Grant* **shall use funds for:**

1. Professional development activities in core academic subjects to ensure that:

    - Teachers, highly qualified paraprofessionals, and (if appropriate) principals have in-depth subject matter knowledge in the core academic subjects that the teachers teach, including the use of computer-related technology to enhance student learning; and
    - Principals have the instructional leadership skills (including knowledge of instruction and curriculum, assessment of student learning, interpreting data, and developing data-driven instructional interventions to close performance gaps) that will help them work effectively with teachers to help students master core academic subjects.

2. Developing and providing assistance to Illinois school districts and individuals who are teachers, highly qualified paraprofessionals, or principals of schools in such districts for sustained, high-quality professional development activities that:

    - Ensure that the individuals are able to use the *Illinois Learning Standards* and state assessments to improve instructional practices, student academic achievement, and teacher and principal candidate preparation programs;
    - May include intensive programs designed to prepare such individuals who will provide instruction related to the professional development described (above) to other such individuals within such schools (e.g., "train the trainer" models); and
    - May include activities of partnerships between one or more school districts, one or more schools served by such districts, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools. (See definition of Low-performing School, Appendix C.)

Note: Grant funds cannot be used for expenses related to pre-service teachers.

E. Project Requirements

In addition to meeting the three Absolute Priorities and any applicable Competitive Priorities described above, proposals *must* address the following requirements to be considered for funding:

1. Eligible Partner Documentation: Identify the partnership participants and provided eligibility documentation. (See Attachment 8). Proposals must also provide formal written agreement(s) between the higher education institution(s) and the school district, school(s), or consortium of districts and schools.

2. Demonstrated Local Need: Proposals submitted under this program must demonstrate that all professional development activities are developed based on the professional development needs of teachers and administrators in public schools and nonpublic schools, as identified in the needs assessments required under ESEA Title II, Part A formula grants. Evidence must clearly demonstrate that the proposed activities are an integral part of school-wide and district-wide educational improvement plans. (See Project Narrative requirements).

3. Collaborative Planning: Proposals submitted under this program must demonstrate that members of eligible partnerships who will participate in the *Improving Teacher Quality State Grant Program* were actively involved in planning and designing the professional development program. (See Attachment 7).

4. **Proposals must demonstrate how formula allocations received as formula grants under the Illinois public school districts' *Title II, Part A* program and other fund sources for professional development are used in conjunction with funds awarded to eligible partnerships**

5. Sustained and Intensive High-Quality Professional Development: Proposals submitted under this program must demonstrate that all professional development instructional activities (see Project Narrative Requirements):
   - involve teachers in the development and delivery of training;
   - encourage and support networking among teachers;
   - provide adequate time for the activity;
   - provide activities over a significant span of time to assure that systemic change occurs;
   - provide on-going follow-up, evaluation, and support for continuous improvement in teaching and learning; and
   - provide feedback for improvements in educator preparation programs at the partner higher education institution(s).

6. Program Sustainability: Proposals will provide convincing evidence of institutional support as well as the ability to sustain efforts/effects of the project after the life of the grant.

7. Private School Participation: Eligible partnerships must demonstrate that professional development services provided under this grant are offered on an equitable basis and in a timely manner to private school teachers, principals, and other educational personnel. (See Attachment 9.)

8. Evaluation Plan: Proposals must provide an evaluation plan (see Appendix D) that includes:

   - Indicators and measures to determine progress toward and attainment of outcomes;
   - A timeline for data collection;
   - Data analysis methods; and

- A description of how program results will be used to improve program operations in the future as well as inform and improve programs that prepare teachers and school leaders at institutions of higher education.

9. <u>Dissemination Plan</u>: The proposal must describe how project progress and outcomes will be disseminated to educators and other stakeholders beyond the project participants, including programs that prepare educators (see Project Narrative requirements).

III. Fiscal Information

In fiscal year 2010, the Illinois Board of Higher Education anticipates awarding approximately $2.9 million to new projects under the *Improving Teacher Quality State Grant Program*. The maximum grant award for FY2010 will be $325,000. The ITQ Program is intended to serve all geographic areas in the State of Illinois.

1. Partnerships may use grant funds for project expenditures included in the narrative and budget sections of the proposal and *that directly benefit the proposed grant project*. Project expenditures typically include personal services, employee benefits, contractual services, commodities, travel, printing, equipment, telecommunications, and audit costs. *If grant funds are requested for salaries of instructors who will provide the professional development instruction, then the higher education institution is not permitted to charge a corresponding tuition for the same professional development activity.*

2. Individual members of eligible partnerships may recover no more than 8 percent of the grant (the sub-grant to the individual partnership member entity) for indirect costs.

3. Individual members of eligible partnerships may use funds to pay administrative costs, not to exceed 5 percent of the grant (the sub-grant to the individual partnership member entity), that are deemed reasonable and necessary for project implementation. Final project budget categories will be approved by IBHE through negotiations with the fiscal agent for the partnership.

4. **Special Rule**: No single participant in an eligible partnership may use more than 50 percent of the grant funds made available to the partnership for its own benefit.

5. The fiscal agent for each eligible partnership will be required to file a final expenditure report in accordance with guidelines set by the Illinois Board of Higher Education.

6. The *Improving Teacher Quality State Grant Program* is <u>not</u> intended to be an equipment acquisition grant program. Any equipment and software requested must be clearly described and directly relate to the professional development activities presented in the project narrative section of the proposal.

7. The fiscal agent is required to submit regular monthly or quarterly reimbursement requests.

8. Eligible partnerships must keep records that fully show:
   - The amount of funds under the grant,
   - How funds are used,
   - Total project costs,
   - The share of project costs provided from other sources, and
   - Proper records to facilitate an audit.

IV. Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal. For renewal partnerships, submit updated attachments for year two of your partnership.

1. **Cover Page (Attachment 1)**: This form must be completed, dated, and signed by the President/CEO of the higher education partnership member institution that will serve as the fiscal agent.

2. **Project Synopsis (Attachment 2)**: Limit to **one single-spaced page**. Briefly summarize the overall design of the project, the intended outcomes, and anticipated systemic impact. Since this synopsis may be used in public information documents, please refrain from using technical language not readily understood by the general public.

3. **Project Narrative (Attachment 3):** Limit to **twenty-five double-spaced pages** and provide the following information:

    A. Provide clear evidence of the need for the proposed professional development project. Identify the population(s) to be served.
    B. Describe the structures and participants of the partnership and provide information about its formation and operation.
    C. Provide an overview of the project, including the intended outcomes.
    D. Describe the project's theory of change and its research basis.
    E. Provide a logic model and narrative description of the project inputs, activities, outputs, and outcomes. Include a description of the ways that project data will be used to continuously improve the project.
    F. 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.
    G. Describe how the proposed professional development project meets the Absolute Priorities of the Request for Proposals.
    H. (optional) Describe how the proposed project meets the competitive priorities of the Request for Proposals.
    I. Describe the key project personnel, their qualifications, and their roles and responsibilities.
    J. Provide a timeline and specific information that describes each year of grant activity.
    K. Describe how the project will sustain activities and partner relationships beyond the grant period, including ongoing institutional and district support.
    L. Describe the project plan for sharing/dissemination project results.

4. **Project Workplan (Attachment 4):** Use this form to describe the project plan, organized by outcomes, in a time-specific format. Copy form as needed.

5. **Budget (Attachment 5):** The requested information must be submitted on the form provided and shall be certified by the President/CEO of the applicant/lead institution on the Cover Page (Attachment 1). Budget requests shall be organized according to the following categories: personal services, employee benefits, contractual services (excluding audit), commodities, travel, printing, equipment, telecommunications, and audit (Budget form and definitions are on pages 42-44). Reasonable and necessary administrative costs not to exceed 5 percent may be

included in the total project costs. Additionally, no more than 8 percent of total project costs can be used to recover indirect costs. Other sources of funds that will be used to support the proposed project including support from participating elementary, middle and secondary schools and other partnership members shall be provided on this attachment and described in the Budget Justification.

6. **Budget Justification (Attachment 6):** The project budget must be accompanied by a description justifying the anticipated expenditures as set forth in the line items included on the Budget form. See Budget Categories, Attachment 5.

7. **Collaborative Planning Document** (**Attachment 7**)**:** Complete this form as evidence of collaborative planning activities completed in preparing this proposal.

8. **Eligible Partnership Members** (**Attachment 8**)**:** Provide documentation for all eligible partnership members on this form.

9. **List of Private Schools Contacted** (**Attachment 9**)**:** A list of private schools **contacted and offered** the opportunity to participate in the project **is required**.

10. **Table of Currently Funded and Pending Projects and/or Proposals (Attachment 10):** The proposal must be accompanied by a table of currently funded and pending projects and proposals in which the project director and associated staff member(s) are involved.

11. **Terms of the Grant (Attachment 11):** The Terms of the Grant shall be certified by the President/CEO of the applicant/lead institution on the Cover Page (Attachment 1). *The signatures on the Cover Page signify such certification.* (Attachment 11 is provided for informational purposes and need not be uploaded in the electronic application.)

12. **ESEA Required Certifications (Attachment 12).** The Attachment 12 is provided for informational purposes and need not be uploaded in the electronic application. If your institution does not have a certifications form on file with the IBHE, you will need to complete one if your project is selected for funding.

13. **Sample Reimbursement Form (Attachment 13):** The fiscal agent for each eligible partnership will be required to file monthly or quarterly reimbursement reports in accordance with guidelines set by the Illinois Board of Higher Education. These reports must be filed even if there are no reimbursable expenses for the quarter. (*Attachment 13 is provided for informational purposes and need not be uploaded in the electronic application.*)

14. **Sample Independent External Evaluator Agreement Form (Attachment 14):** Each successful Grantee will be required to set aside at least 2 to 4 percent of the grant award for an independent external evaluator jointly agreed to with IBHE staff. (*Attachment 14 is provided for informational purposes and need not be uploaded in the electronic application.*)

VI. Criteria for Review and Approval

Proposals will be reviewed and rated by a peer review team chosen by the IBHE which will include an out-of-state expert. The following criteria will be used to rate the proposals. **(120 total possible points, up to 20 points for Competitive Priorities).**

_____ (√) **Required Proposal Elements: The proposal includes all required elements listed in Part IV: Proposal Format section of the Request for Proposals. (Note: proposals that are missing required proposal elements will not be scored on the remaining criteria.)**

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

- **Need for Professional Development (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.

- **Collaborative Planning (15 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.*

- **Eligible Project Activities (20 points):** The proposal clearly explains how the professional development activities can produce long-term, systemic change, and includes goals, 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 proven to increase student achievement. The proposal clearly explains how collaboratively developed professional development activities will be effectively aligned with existing district professional development efforts in partner district(s). The proposal clearly explains how the project's professional development activities and action research will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs.

- **Logic Model (15 points):** The logic model clearly represents a viable theory of change based on identified needs with clearly identified intended outcomes. Short-term, mid-term, and long-term outcomes are identified. The logic model demonstrates how the project seeks to change schools, colleges, and universities so that enhanced teacher quality and effectiveness can improve student achievement. The logic model includes feedback loops by which evaluation data will be used to inform project improvements.

- **Evaluation Plan (20 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 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 and activities. The proposal demonstrates how Title II, Part A formula funds allocated to partner districts and other professional development

fund sources are used in conjunction with grant funds requested under the Improving Teacher Quality Grant Program.

- **Program Sustainability (10 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.

<u>Additional Points - Competitive Priorities</u> (5 points each, up to 20 points total):

- **Low-performing Schools:** The project includes low-performing school partners as identified by the Illinois State Board of Education's most recent data.

- **Core academic areas:** The project includes core academic areas (including knowledge of computer-related technology to enhance student learning). The term "core academic subjects" means English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

- **Teacher Recruitment and/or New Teacher Induction:** The project includes activities and outcomes related to teacher recruitment/new teacher induction in high-need partner districts.

- **Access for Underrepresented/Underserved Groups:** The project increases access to high-quality professional development for teachers from historically underrepresented and/or underserved groups.

Determining Eligibility For Public School Districts Participating in the ESEA – FY2010 Improving Teacher Quality State Grant Program

High-Need District Eligibility

A high-need public school district is defined as a school district that serves not fewer than 10,000 children from families with incomes below the poverty line; **or** for which not less than 20 percent of the children served by the district are from families with incomes below the poverty line; **and** 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** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Each of the school districts listed in **Table 1** qualifies as a "high-need" district based on the poverty requirements as outlined in the U.S. Census Bureau data. All the districts qualify to participate in this program based on having a higher than statewide average number of teachers with emergency, provisional, or temporary certification or licensing as reported through their 2008-2009 School Report Card data.

Each of the school districts listed in **Table 2** qualifies as a "high-need" district based on the poverty requirements as outlined in the U.S. Census Bureau data. While each of these identified school districts in **Table 2** meets the poverty requirements of the law, **partnerships choosing to work with these school districts will need to submit local school-based data to substantiate their eligibility status.** Public school districts may be considered "high-need" as having a "high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing." The 2008-2009 School Report Card data did not clearly define the eligibility of these school districts in **Table 2** based on teacher qualification requirements.

Table 1
Illinois Public High Need School Districts
FY2010 Improving Teacher Quality State Grant Program

School District

ANNA COMMUNITY CONSOLIDATED SCHOOL DISTRICT 37
BLOOM TOWNSHIP HIGH SCHOOL DISTRICT 206
CAIRO COMMUNITY UNIT SCHOOL DISTRICT 1
CALUMET PUBLIC SCHOOLS DISTRICT 132
CARBON CLIFF-BARSTOW SCHOOL DISTRICT 36
CENTRALIA HIGH SCHOOL DISTRICT 200
CHICAGO HEIGHTS SCHOOL DISTRICT 170
CHICAGO RIDGE SCHOOL DISTRICT 127-5
CICERO SCHOOL DISTRICT 99
CITY OF CHICAGO SCHOOL DISTRICT 299
EAST MOLINE SCHOOL DISTRICT 37
EAST ST LOUIS SCHOOL DISTRICT 189
FARRINGTON COMMUNITY CONSOLIDATED SCHOOL DISTRICT
INDIAN SPRINGS SCHOOL DISTRICT 109
J S MORTON HIGH SCHOOL DISTRICT 201
LINCOLN ELEMENTARY SCHOOL DISTRICT 156
MAYWOOD-MELROSE PARK-BROADVIEW-89
PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144
ROCKFORD SCHOOL DISTRICT 205
SPRINGFIELD SCHOOL DISTRICT 186
SUMMIT SCHOOL DISTRICT 104
THORNTON TOWNSHIP HIGH SCHOOL DISTRICT 205
URBANA SCHOOL DISTRICT 116
W HARVEY-DIXMOOR PUBLIC SCHOOL DISTRICT 147

Total: 24 Districts

Table 2
Illinois Public High Need School Districts
FY2010 Improving Teacher Quality State Grant Program

School District

ANNA JONESBORO COMMUNITY HIGH SCHOOL DISTRICT 81
ARGO COMMUNITY HIGH SCHOOL DISTRICT 217
ARMSTRONG-ELLIS CONSOLIDATED SCHOOL DISTRICT 61
BELLEVILLE SCHOOL DISTRICT 118
BENTON COMMUNITY CONSOLIDATED SCHOOL DISTRICT47
BENTON CONSOLIDATED HIGH SCHOOL DISTRICT 103
BERWYN NORTH SCHOOL DISTRICT 98
BETHEL SCHOOL DISTRICT 82
BROOKLYN COMMUNITY UNIT SCHOOL DISTRICT 188
BUNCOMBE CONSOLIDATED SCHOOL DISTRICT 43
BUSHNELL PRAIRIE CITY COMMUNITY UNIT SCHOOL DISTRI
CAHOKIA COMMUNITY UNIT SCHOOL DISTRICT 187
CALUMET CITY SCHOOL DISTRICT 155
CANTON UNION SCHOOL DISTRICT 66
CARBONDALE COMMUNITY HIGH SCHOOL DISTRICT 165
CARBONDALE ELEMENTARY SCHOOL DISTRICT 95
CARRIER MILLS-STONEFORT COMMUNITY UNIT SCHOOL DIST
CARTERVILLE COMMUNITY UNIT SCHOOL DISTRICT 5
CENTRAL SCHOOL DISTRICT 104
CENTRALIA SCHOOL DISTRICT 135

Table 2 (continued)

CENTURY COMMUNITY UNIT SCHOOL DISTRICT 100
CHRISTOPHER COMMUNITY UNIT SCHOOL DISTRICT 99
COBDEN SCHOOL UNIT DISTRICT 17
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 168
COULTERVILLE UNIT SCHOOL DISTRICT 1
DANVILLE COMMUNITY CONSOLIDATED SCHOOL DISTRICT 11
DECATUR SCHOOL DISTRICT 61
DEPUE COMMUNITY UNIT SCHOOL DISTRICT 103
DESOTO CONSOLIDATED SCHOOL DISTRICT 86
DOLTON SCHOOL DISTRICT 148
DONGOLA SCHOOL UNIT DISTRICT 66
EAST ALTON SCHOOL DISTRICT 13
EAST ALTON-WOOD RIVER COMMUNITY HIGH SCHOOL DISTRI
EGYPTIAN COMMUNITY UNIT SCHOOL DISTRICT 5
ELDORADO COMMUNITY UNIT SCHOOL DISTRICT 4
ELVERADO COMMUNITY UNIT SCHOOL DISTRICT 196
FORD HEIGHTS SCHOOL DISTRICT 169
FRANKFORT COMMUNITY UNIT SCHOOL DISTRICT 168
GALATIA COMMUNITY UNIT SCHOOL DISTRICT 1
GALESBURG COMMUNITY UNIT SCHOOL DISTRICT 205
GALLATIN COMMUNITY UNIT SCHOOL DISTRICT 7
GENERAL GEORGE PATTON SCHOOL DISTRICT 133
GEORGETOWN-RIDGE FARM CONS. UNIT SCHOOL DIS
HARDIN COUNTY COMMUNITY UNIT SCHOOL DISTRICT 1
HARRISBURG COMMUNITY UNIT SCHOOL DISTRICT 3
HARVEY SCHOOL DISTRICT 152
HAZEL CREST SCHOOL DISTRICT 152-5
HERRIN COMMUNITY UNIT SCHOOL DISTRICT 4
HOOPESTON AREA COMMUNITY UNIT SCHOOL DISTRICT 11
HOOVER-SCHRUM MEMORIAL SCHOOL DISTRICT 157
IROQUOIS COUNTY COMMUNITY UNIT SCHOOL DISTRICT 9
JASPER COMMUNITY CONSOLIDATED SCHOOL DISTRICT 17
JOHNSTON CITY COMMUNITY UNIT SCHOOL DISTRICT 1
JONESBORO COMM. CONSOLIDATED SCHOOL DISTRICT 4
JOPPA-MAPLE GROVE UNIT DISTRICT 38
KANKAKEE SCHOOL DISTRICT 111
KANSAS COMMUNITY UNIT SCHOOL DISTRICT 3
KEWANEE COMMUNITY UNIT SCHOOL DISTRICT 229
LASALLE ELEMENTARY SCHOOL DISTRICT 122
LAWRENCE COUNTY COMMUNITY UNIT DISTRICT 20
MADISON COMMUNITY UNIT SCHOOL DISTRICT 12
MARION COMMUNITY UNIT SCHOOL DISTRICT 2
MARISSA COMMUNITY UNIT SCHOOL DISTRICT 40
MERIDIAN COMMUNITY UNIT SCHOOL DISTRICT 101
MOUNT VERNON SCHOOL DISTRICT 80
MOUNT VERNON TOWNSHIP HIGH SCHOOL DISTRICT 201
MURPHYSBORO COMMUNITY UNIT SCHOOL DISTRICT 186
NEPONSET COMMUNITY CONSOLIDATED DISTRICT 307
NORTH WAMAC SCHOOL DISTRICT 186
OAKLAND COMMUNITY UNIT SCHOOL DISTRICT 5
ODIN COMMUNITY HIGH SCHOOL DISTRICT 700
ODIN SCHOOL DISTRICT 122
OPDYKE-BELLE-RIVE COMM. CONSOLIDATED SCHOOL DI
PALESTINE COMMUNITY UNIT SCHOOL DISTRICT 3
PANA COMMUNITY UNIT SCHOOL DISTRICT 8
PARIS-UNION SCHOOL DISTRICT 95
PARK FOREST SCHOOL DISTRICT 163
PEMBROKE CONSOLIDATED COMM. SCHOOL DISTRICT 25
PEORIA SCHOOL DISTRICT 150
PLEASANT HILL SCHOOL DISTRICT 69
PLEASANT VALLEY SCHOOL DISTRICT 62
POPE COUNTY COMMUNITY UNIT SCHOOL DISTRICT 1
POSEN-ROBBINS ELEMENTARY SCHOOL DISTRICT 143-5
ROCK FALLS ELEMENTARY SCHOOL DISTRICT 13
ROCK ISLAND SCHOOL DISTRICT 41
SANDOVAL COMMUNITY UNIT SCHOOL DISTRICT 501
SANDRIDGE SCHOOL DISTRICT 172
SHAWNEE COMMUNITY UNIT SCHOOL DISTRICT 84
SOUTHEASTERN COMMUNITY UNIT SCHOOL DISTRICT 337
SPARTA COMMUNITY UNIT SCHOOL DISTRICT 140
ST ELMO COMMUNITY UNIT SCHOOL DISTRICT 202
ST ROSE SCHOOL DISTRICT 14-15
UNITED TOWNSHIP HIGH SCHOOL DISTRICT 30
UNITY POINT COMMUNITY CONSOLIDATED SCHOOL DISTRICT
V I T COMMUNITY UNIT SCHOOL DISTRICT 2
VENICE COMMUNITY UNIT SCHOOL DISTRICT 3
VIENNA SCHOOL DISTRICT 55
WESTVILLE COMMUNITY UNIT SCHOOL DISTRICT 2
ZEIGLER-ROYALTON COMMUNITY UNIT SCHOOL DISTRICT 18

Total: 99 Districts

Data Sources: U.S. Census Data, 2008-2009 School Report Card Data
maintained by the Illinois State Board of Education.

FY2010 Online Application Submission Instructions
Improving Teacher Quality State Grant Program

Overview

The Illinois Board of Higher Education is offering online application materials available at the IBHE website: http://www.ibhe.state.il.us/. Note: Original signatures must be obtained on the cover page (Attachment 1) and three (3) copies sent by mail to the Illinois Board of Higher Education; 431 East Adams, 2nd Floor; Springfield, Illinois 62701-1404.

Please review these instructions **before** initiating the online application process. Since this application consists of several attachments in Microsoft Word and Excel formats, the system has been designed so that each attachment is submitted as an individual document.

There are two steps for entering an online application: (1) register and receive an application number assigned by the system and, (2) enter and submit the actual information that makes up the various attachments to the application. You will not be required to enter all application information at one time. You may log in and log out of the system as time permits.

Registration Process

Step 1   Register with the system by entering contact information (name, address, etc.) and selecting a project name from the drop down list.

Step 2   After the contact information is entered, you will receive an e-mail with your login id, password, and application number. Multiple applications may be entered since each application has a unique application number assigned. **Be sure to print and save your login id, password, and application number.** After registering, **download** each blank attachment from the online system onto your computer and complete it

Application Process

Step 1 Log in to the system with assigned login id, password, and application number. Enter: (1) a project synopsis, 2) the budget figures by line item and (3) partnership members. This information can be copied and pasted from other electronic documents.

Step 2 After completion, the attachments may be **uploaded** to the online system.

In the status column of the attachment checklist screen, an "**X**" indicates that the attachment has not yet been uploaded. A **check mark** indicates that the particular attachment has been uploaded.

After each attachment has been uploaded, the system will proceed to step 3.

Step 3   In this final step the information is verified for accuracy and the application will be submitted to the IBHE. After the application is submitted, you will receive an e-mail confirming that your application has been successfully submitted.

If you experience problems or have questions about the use of this system, please contact Rich Jachino at 217-557-7339 or send an e-mail to: grants@ibhe.org. Thank you for your assistance in streamlining the grant application process.

FY2010 ESEA - DEFINITION OF KEY TERMS

ARTS AND SCIENCES:

The term "arts and sciences" means: (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit as described in (A) *[Title II, Part A, Section 2102(1)]*.

CHARTER SCHOOL:

The term "charter school" means a public school that:

In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

Provides a program of elementary or secondary education, or both;

Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

Does not charge tuition;

Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;

Meets all applicable Federal, State, and local health and safety requirements;

Operates in accordance with State law; and

Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school *[Title II, Part A, Section 5210(1)]*.

CORE ACADEMIC SUBJECTS:

The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography *[Title IX, Part A, Section 9101(11)]*.

ELIGIBLE PARTNERSHIP:

This term includes institutions that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business *[Title II, Part A, Section 2131]*.

HIGH-NEED LOCAL EDUCATIONAL AGENCY (LEA):

An LEA that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and 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 for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing *[Title II, Part A, Section 2102(3)]*.

HIGHLY-QUALIFIED PARAPROFESSIONAL:

A paraprofessional who has not less than 2 years of experience in a classroom, and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers *[Title II, Part A, Section 2102(4)]*.

HIGHLY-QUALIFIED TEACHER:

1. When the term "highly-qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in a 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 *(see entry below for the definition of a highly qualified charter school teacher);* and

The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

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:

    i) Holds at least a bachelor's degree; and

    ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required

certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or

- A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:

  i) 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 of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

  ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

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 requirements 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 competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-

  i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

  ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

  iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

  iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

  v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

  vi) Is made available to the public upon request; and

  vii) May involve multiple, objective measures of teacher competency *[Title IX, Part A, Section 9101(23)]*.

HIGHLY-QUALIFIED CHARTER SCHOOL TEACHER:

Charter school teachers who teach core academic subjects must comply with any provision in a State's charter school law regarding certification or licensure requirements. A teacher in a charter school does not have to be licensed or certified by the State if the State does not require such licensure or certification. However, teachers of core academic subjects in charter schools must meet the other requirements that apply to public school teachers, including holding a four-year college degree and demonstrating competency in the subject area in which they teach. (See definition above for information on how teachers can demonstrate subject area competence.)

HIGHLY-QUALIFIED VOCATIONAL EDUCATION TEACHER:

Only vocational education teachers who teach core academic courses are required to meet the definition of a highly qualified teacher. The term "core academic subjects" is defined in ESEA as "English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography."

For example, a vocational teacher who teaches a course in Applied Physics for which students receive a science credit must hold a 4-year degree, be licensed or certified by the State, and demonstrate subject matter competence in order to be considered highly qualified. Although the course is taught by a vocational teacher, it is counted as a science credit; therefore, it is considered a core academic requirement and the teacher must meet the definition of a highly qualified teacher.

HIGH-QUALITY PROFESSIONAL DEVELOPMENT:

See the definition for "professional development."

LOW-PERFORMING SCHOOL:

The term "low-performing school" means an elementary school or secondary school that is identified under Section 1116 of ESEA. For the purposes of this RFP, low-performing schools are those schools designated by the Illinois State Board of Education (ISBE) as being in Academic Early Warning or Academic Watch status and/or in school improvement status under federal ESEA accountability requirements. Lists of schools designated in these status categories may be found at the following website:

http://www.isbe.net/research/pdfs/school_improvement08.pdf

OUT-OF-FIELD TEACHER:

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified *[Title II, Part A, Section 2102(5)].*

PARAPROFESSIONAL:

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

PRINCIPAL:

The term "principal" includes an assistant principal *[Title II, Part A, Section 2102(6)].*

PROFESSIONAL DEVELOPMENT: *[Section 9101(34)]*

The term "professional development:"

Includes activities that:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

- Are an integral part of broad school-wide and district-wide educational improvement plans;

- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

- Improve classroom management skills;

- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;

- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- Advance teacher understanding of effective instructional strategies that are:

    i) Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and

    ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

- Are aligned with and directly related to:

    i) State academic content standards, student academic achievement standards, and assessments; and

    ii) The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3)(B)];

- Are developed with extensive and collaborative 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 and inform the preparation of teachers and school principals at institutions of higher education;

- 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

- Include feedback loops to programs preparing teacher and school leaders at institutions of higher education to inform and embed professional development into preparation program curricula.

May include activities that:

- Involve the forming of collaborative alliances 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 (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) 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 *[Title IX, Part A, Section 9101(34)]*.

PUPIL SERVICES PERSONNEL; PUPIL SERVICES:

The term "pupil services personnel" means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in Section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs. The term "pupil services" means the services provided by pupil services personnel. *[Section 9101(36)]*

SCIENTIFICALLY BASED RESEARCH:

The term "scientifically based research:"

1. 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

2. 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 comparably rigorous, objective, and scientific review *[Title IX, Part A, Section 9101(37)]*.

EVALUATION PLAN REQUIREMENTS

All ESEA grants must include an evaluation plan to determine the extent to which the project achieves its intended outcomes. Applicants must include this plan in their project narrative.

Evaluation plans should include the following elements and should correlate with the logic model provided in the project narrative:

1. **Overview of Population(s) served, needs to be met through the project, and project focus**
    - Indicate the population(s) served by this project (e.g., students, teachers, principals), including numbers served and demographic data for each relevant group.
    - Describe the needs assessment(s) used to determine the learning needs of the population(s).
    - Indicate the core academic subjects targeted by the project.

2. **Description of intended project outcomes and outcome measures**
    - Indicate key intended outcomes for the project and appropriate measures for each outcome. [Note: Outcomes should be designated as short-term, mid-term, and long-term.]
    - Describe how outcome data will be used to guide continuous improvement for the project, for participants, and for educator preparation programs.

3. **Description of program activities and output measures**
    - Describe key program activities designed to achieve the intended project outcomes.
    - Describe output measures for determining progress and completion of the designated activities.

4. **Description of methodology for determining program effectiveness**
    - Indicate the scientifically-based research methods that will be used to evaluate the effectiveness of the project.
    - Specify the data to be collected and how it will be analyzed to determine whether intended project outcomes have been achieved.
    - Indicate the data collection methods to be used, e.g., survey instruments, interviews, focus groups, quasi-experiments, case-control studies, classroom observations, pre- and post-testing, teacher and student assessments, document/artifact review, standardized test results.
    - Indicate benchmarks and criteria for success that will be used to determine whether the project has achieved its intended outcomes.
    - Describe the feedback loops that will be used to inform program stakeholders about evaluation findings and how this information will be used to improve the project.

5. **Independent External Evaluator**
    - Since evaluation is a critical component to these projects, it is recommended that you work with an Independent External Evaluator when developing your evaluation plan and include their name and curriculum vita with your application. This is a recommendation, not a requirement.

Note: Each successful Grantee will be required to set aside at least 2 to 4 percent of the grant award for an independent external evaluator jointly agreed to with IBHE staff. See Attachment 14. The following pages of this Appendix provide a sample Interim Evaluation Form for funded projects.

FY2010 Improving Teacher Quality State Grant Program
Sample Interim Evaluation Form

Project Director: _____   Project Title: _____

---

1. Project Outcomes

♦Indicate the outcomes established for this project (short-term, mid-term, long-term).

---

2. Program Activities

♦Indicate the major activities identified for the project.

♦Indicate the completion status of those activities initiated to date.

♦Indicate the status of activities listed above that have not yet been initiated.

---

3. Overview of Population(s) Served

♦Indicate the population(s) served by this program (e.g., elementary school teachers, middle school teachers, principals, district administrators) and provide demographic information, including numbers served, by race/ethnicity (Non-Resident Alien, Black, American Indian, Asian or Pacific Islander, Hispanic, White)

♦Indicate participating districts and schools, and numbers of participants per district and per school.

♦Indicate the core academic subject(s) targeted (e.g., mathematics, science, mathematics & science, physics, chemistry, reading, foreign language etc.).

---

4. Methodology for Evaluating Project Effectiveness (e.g., surveys, interviews, written tests, focus groups, interviews, classroom observations, or other appropriate evaluation methods)

♦ Indicate, by outcome, the scientifically-based research methods (e.g., surveys, interviews, experiments including quasi-experiments, observations, or archival methods) used to evaluate the effectiveness of the project.

♦Indicate the methods of data collection and analysis that have been used to determine the project's effectiveness at producing its planned outcomes.

FY2010 RFP – Sample Interim Evaluation Form (continued)

5. <u>Evaluation of professional development educator Outcomes (short- and mid-term)</u>

♦What benefits do <u>educators</u> receive from this partnership?

♦Have you assessed <u>educators'</u> learning? If so, how?

♦If not, when do you plan to do so?

♦Do you have baseline data so that you can assess <u>educators'</u> learning growth?

♦How will you use assessment of <u>educators'</u> learning to improve your project?

♦How have you included evaluation of changes in curriculum/instruction (mid-term outcomes) as an outcome of the project's professional development?

♦How is professional development data been used by the members of this partnership?

6. <u>Evaluation of student learning Outcomes (long-term)</u>

♦What benefits do <u>students</u> receive from this partnership?

♦Have you assessed <u>students'</u> learning? If so, how?

♦If not, when do you plan to do so?

♦Do you have baseline data so that you can assess <u>students'</u> learning growth?

♦How will you use assessment of <u>students'</u> learning to improve your project?

♦How is student learning data been used by members of this partnership?

7. <u>Learning Strategies</u>

♦Describe strategies (including evaluation feedback loops) used by your partnership to improve the project, increase teachers' knowledge in core academic subjects, and focus on effective, scientifically research-based instructional strategies aligned with state standards, leading to improved student achievement.

FY2010 Improving Teacher Quality Grant Program:
Logic Modeling and Project Effects

The FY2010 Request for Proposals requires ITQ grant projects to develop a **logic model** that represent a theory of change with clear intended results that can be measured. The logic model should demonstrate how the project seeks to change schools, colleges, and universities so that enhanced teacher quality and effectiveness can improve student achievement. Each project represents some meaningful effort by school-university collaborative partners to effect change at a particular unit of analysis. Possible units of analysis for grant projects include classrooms, grade levels or other student groupings, departments, and schools.

Theories of change for professional development projects are based on research about how teacher and/or administrator training changes curriculum and instruction and results in improved student learning. Past research has led to a general conceptual framework for studying the effects of professional development on teachers and students (Desimone, 2009):
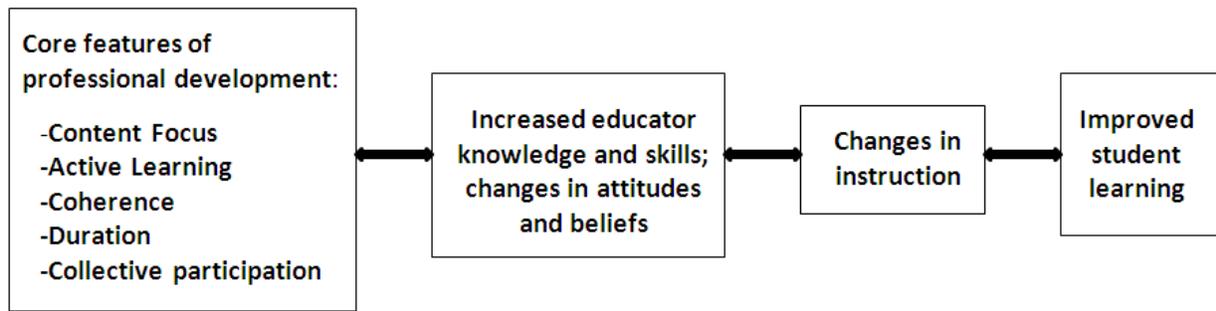
In this framework, professional development leads to short-term, mid-term, and long-term outcomes:

- *Short-term outcome*: increased educator knowledge and skills; changes in attitudes and beliefs
- *Mid-term outcome*: changes in instruction
- *Long-term outcome*: improved student learning

Logic modeling is a tool to clarify the underlying theory of a program, policy, or educational intervention (Frechtling, 2007; Knowlton & Phillips, 2009; Wholey, 2004). In the case of some projects, several logic models may be needed to illustrate how project activities are expected to create the intended results. The logic model has several components:

1. *Needs Assessment* (rationale for project focus)
2. *Outcomes* (intended results that include teacher *and* student learning)
3. *Inputs* (resources for the program)
4. *Activities* (program actions intended to yield results)
5. *Outputs* (evidence that the program is being implemented as intended; an audit of activities and participation)
6. *Evaluation feedback loops* (ways to feed output and outcome data back into project improvements)

The components are connected to represent how resources will be used to implement a program that achieves desired results. Graphically representing these components helps to show the how the theory of

change will be operationalized to achieve the intended results, and helping to expose gaps, redundancies, or other inconsistencies with the project's underlying theory of change (Chen, 2005). The logic model also serves as the evaluation template, so that each major project activity is evaluated in light of intended results. As the logic model graphically depicts, the evaluation results are then used by the partners for improving the project. The logic model can help project stakeholders to think collaboratively and review the progress of their program to support systemic, sustainable change.

The logic model makes it easier for all stakeholders in a project or program to make sure that the program they have designed and implemented is a reasonable attempt to accomplish its own stated goals. (See following page for a graphic representation of a generic logic model.)

You can find the October 10, 2008 Improving Teacher Quality Symposium presentation on logic modeling at the Illinois Board of Higher Education website:

http://www.ibhe.org/Grants/NCLBProfile/2008/symposium/default.htm

Basic Logic Model Structure
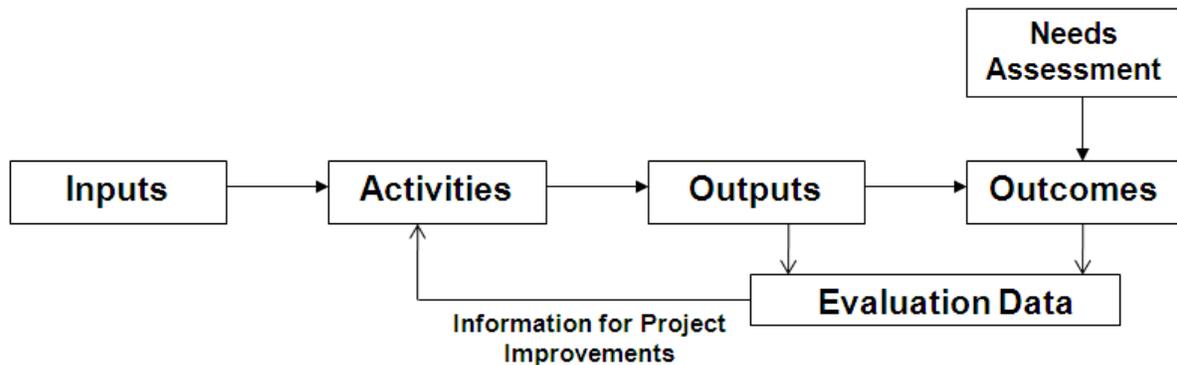
References

Chen, H. T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. Thousand Oaks, CA: Sage Publications.

Desimone, L.J. (2009). Improving impact studies of teachers' professional development: Toward better conceptualization and measures. *Educational Researcher 38*(3), 181-199).

Frechtling, J. A. (2007). *Logic modeling methods in program evaluation*. San Francisco: John Wiley & Sons.

Knowlton, L. W. & Phillips, C. C. (2009). *The logic model guidebook: Better strategies for great Results*. Los Angeles: Sage.

McLaughlin, J. A., & Jordan, G. B. (2004). Using logic models. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (2nd ed.). (pp. 7-32). San Francisco: Jossey-Bass.

FY2010 RFP - PROFESSIONAL DEVELOPMENT RESOURCES

Presented below are selected professional development resource websites that may serve as a valuable resource for current professional development publications and research to support you in developing your professional development proposal.

IBHE website
This site provides exploratory papers as well as information about the use of logic modeling.
http://www.ibhe.org/Grants/NCLBProfile/2008/symposium/default.htm

U.S. Department of Education
This site represents the U.S. Department of Education's commitment to high quality educational programs. Consult this site for professional development related materials. **http://www.ed.gov**

Scientifically Based Research—U.S. Department of Education
This site contains resources identified by the U.S. Department of Education to assist in determining effective scientifically based research programs and activities.
http://www.ed.gov/ESEA/methods/whatworks/research/index.html

The Educational Resources Information Center (ERIC)
The Educational Resources Information Center (ERIC) is a federally funded, nationwide information network designed to provide you with ready access to education literature. It is a program of the National Library of Education, U.S. Department of Education. At the heart of ERIC is the largest education-related database in the world containing more than 1,000,000 records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. **http://www.eric.edu.gov/**

The National Comprehensive Center for Teacher Quality (NCCTQ) is a national resource to which regional comprehensive assistance centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs. **http://www.ncctq.org/**

The National Council for Accreditation of Teacher Education (NCATE) is the profession's mechanism to help establish high quality teacher preparation. NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. Standards for Professional Development Schools can be found on this site.
http://www.ncate.org/public/aboutNCATE.asp

National Council of Teachers of Mathematics (NCTM)
The National Council of Teachers of Mathematics is a public voice of mathematics education, providing vision, leadership and professional development to support teachers in ensuring equitable mathematics learning of the highest quality for all students. **http://www.nctm.org/**

National Science Teachers Association (NSTA)
The Learning Center is NSTA's e-professional development portal. Users gain access to more than 4,000 different resources. Over 1,200 resources, such as journal articles, science objects and web seminars are available free. **http://learningcenter.nsta.org/default.aspx**

The National Staff Development Council (NSDC)
This site features and describes many services, projects, useful links and publications, including the Council's National Plan for Improving Professional Development. **http://www.nsdc.org**

Illinois Mathematics and Science Academy
This site features and describes many services, projects, useful links and publications.
http://www.imsa.edu

National Center for Education Statistics (NCES)
The site provides information on Trends in International Mathematics and Science Study. This study (TIMSS, formerly known as the Third International Mathematics and Science Study) resulted from the American education community's need for reliable and timely data on the mathematics and science achievement of our students compared to that of students in other countries.
http://nces.ed.gov/timss/

Education World—Professional Development "Teachers Observing Teachers"
Discusses strategies related to implementing successful professional development programs.
http://www.education-world.com/a_admin/admin297.shtml

North Central Regional Learning Point Educational Research Education Laboratory (NCREL)
This site features and describes researched based expertise, resources and assistance and professional development opportunities to educators and policy makers. The North Central Regional Educational Laboratory® (NCREL) was one of 10 federally funded laboratories whose contract to operate ended in 2005. Learning Point Associates conducted the work of NCREL, and many of the resources developed under this contract remain accessible through this website.
http://www.learningpt.org/

Professional Development: Learning from the Best
This comprehensive free toolkit is based on the experiences of award winning sites of the U.S. Department of Education's National Awards Program for Model Professional Development. It provides schools and districts with a step-by-step guide to implementing strong, sustainable professional development that drives achievement to students' learning goals.
http://www2.learningpt.org/catalog/item.asp?SessionID=984261315&productID=4

Consortium on Chicago School Research
This site provides research on education policies and practices regarding Chicago Public Schools.
http://www.consortium-chicago.org/

Technology Enhanced Learning in Science (TELS) Center
This project, funded by NSF, brings university researchers together with middle school and high school educators to improve instruction in science. **http://telscenter.org/**

National Council of Teachers of English (NCTE)

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. **http://www.ncte.org/mission**

Carnegie Corporation of New York
Time to Act, a comprehensive report on adolescent literacy, is released along with five corresponding reports, which delve deeper into how to advance literacy and learning for all students, including such topics as the cost of implementing adolescent literacy programs and reading in the disciplines. **http://carnegie.org/literacy/tta/**

Center for Early Literacy Learning (CELL)
The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.
http://www.earlyliteracylearning.org/index.php

International Reading Association
The Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.
http://www.reading.org/General/Default.aspx

National Institute for Literacy
The National Institute for Literacy, a federal agency, provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults.
http://www.nifl.gov/

National Council for the Social Studies (NCSS)
NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. **http://www.socialstudies.org/**

National Art Education Association (NAEA)
The National Art Education Association is the leading professional organization for art educators in pre-kindergarten through grade 12 as well as college and university professors and researchers, administrators, and museum educators.
http://www.naea-reston.org/olc/pub/NAEA/home/

Selected Professional Development Resources

Abell, S. K., Lannin, J. K., Marra, R. M., Ehlert, M. W., Cole, J. S., Lee, M. H, Rogers, M. A. P., & Wang, C. (2007). Multi-site evaluation of science and mathematics teacher professional development programs: The project profile approach. *Studies in Educational Evaluation 33*, 135-158.

Bredeson, P. V. (2003). *Designs for learning: A new architecture for professional development in schools.* Thousand Oaks, CA: Corwin Press.

Brown, J.S. & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science 12*, 198-213.

Bryk, A. & Schneider, B. (2002). *Trust in Schools: A Core Resource for Improvement.* New York: Russell Sage Foundation.

Commission on Math & Science Education (2007). *The opportunity equation: Transforming mathematics and science education for citizenship in the global economy*. New York: Carnegie Corporation of New York Institute for Advanced Study. Retrieved from http://www.OpportunityEquation.org on July 15, 2008.

Curry, L., Pacha, J., & Baker, P. J. (2007). *Illinois best practices school study: 2003-2006.* Normal, IL: Center for the Study of Education Policy.

Desimone, L. M. (April, 2009). Improving impact: Studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher 38*(3), 181-199.

Elmore, R. F. (2004*). School reform from the inside out: Policy, practice, and performance.* Cambridge, MA: Harvard Education Press.

Garet, M.S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (Winter 2001). What makes professional development effective? Results from a national sample of teachers. *American Education Research Journal 38*(4), 915-945.

Hatch, T. (1998). The differences in theory that matter in the practice of school improvement. *American Education Research Journal 35*(1), 3-31.

Hawley, W. & Valli, L. (1999). The essentials of effective professional development. In G. Sykes & L. Darling-Hammond (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp 127-150). New York; Teachers College Press.

Little, J. W. (1999). Organizing schools for teacher learning. In L. Darling-Hammond & G. Sykes (Eds.). *Teaching as the learning profession: Handbook of policy and practice*. 233-262. San Francisco: Jossey-Bass.

Marzano, R. (2003) *What Works in Schools.* Alexandria, VA: ASCD.

McLaughlin, M., & Talbert, J. (2006) *Building School-Based Teacher Learning Communities.* New York: Teacher's College Press.

Newmann, F. M., King, M. B., & Youngs, P. (August, 2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education 108*(4), 259-300.

Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (January, 2001). *School instructional program coherence: Benefits & challenges.* Chicago: Consortium on Chicago School Research.

Payne, C. M. (2008). *So much reform: So little change: The persistence of failure in urban schools.* Cambridge, MA: Harvard Education Press.

Wayne, A. J., Yoon, K. S., Zhu, P., Cronen, S., & Garet, M. S. (November, 2008). Experimenting with teacher professional development: Methods & motives. *Educational Researcher 37*(8), 469-479.

FY2010 ESEA
LETTER OF INTENT TO APPLY

MEMORANDUM

TO: Staff of ESEA – *Improving Teacher Quality State Grant Program*
Illinois Board of Higher Education
431 East Adams – Second Floor
Springfield, IL 62701

FROM: Designated Fiscal Agent

DATE: *By November 30, 2009*

SUBJECT: Intent to Apply for ESEA – Improving Teacher Quality State Grant Program

It is my intent to apply for an ESEA – Improving Teacher Quality State Grant. My contact information is as follows:

Name/Title:	
Institution:	
Address:	
Project Title:	
High Need School District Partner	

Note: This page must be e-mailed as a Word document to grants@ibhe.org with a subject line of "ESEA Intent to Apply."

Please reply by November 30, 2009.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION
ESEA - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2010

COVER PAGE

Proposal Title _____

Total Funds Requested _____   **Total IBHE Funds Awarded** _____

The undersigned institution understands that this grant proposal including (Attachments 1-12) represents an offer, which if accepted by the Illinois Board of Higher Education in writing, will become part of a legally enforceable grant agreement subject to the Illinois Grant Funds Recovery Act and all other applicable laws governing contracts and agreements in the State of Illinois.

Project Director: _____ (please print)

Title/Dept.: _____

Mailing Address_____
                          (Street Address   City   State   Zip + 4

            Telephone   _____   FAX   _____

            E-mail   _____

Applicant Institution: _____

Address: _____

                    _____

Signature   _____   **Date:** _____

TYPE NAME AND TITLE OF SIGNATORY: _____

Effective Date: _____

GRANTOR: ILLINOIS BOARD OF HIGHER EDUCATION

By: _____   **By:** _____
                Judy Erwin   **Michael S. Baumgartner, Executive Deputy**
            Executive Director

_____   **By:** _____
                Date   **Don Sevener**
                                              Deputy Director for External Relations

FY2010 ESEA - PROJECT SYNOPSIS

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

Limit to 300 words, single-spaced. Briefly summarize the overall design of the project, the intended outcomes, and anticipated systemic impact. Since this synopsis may be used in public information documents, please refrain from using technical language not readily understood by the general public.

FY2010 ESEA - PROJECT NARRATIVE

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

Limit to **twenty-five double-spaced pages** providing the information listed in Proposal Format, #3, A-L.

FY2010 - Improving Teacher Quality Grant Program
Project Plan Worksheet
Copy activity table for each project outcome

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

OUTCOME:				
ACTIVITIES RELATED TO OUTCOME	**IMPLEMENTATION DATES (OUTPUTS)**	**NUMBER OF PERSONS SERVED (OUTPUTS)**	**OUTCOME MEASURES (DATA TO BE COLLECTED)**	**ITQ GRANT BUDGET AMOUNT**

FY2010 ESEA - BUDGET

Please download a copy of this Microsoft Excel document from the IBHE website:
http://www.ibhe.state.il.us/Grants/grantPrg/NCLB.htm

ESEA - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM BUDGET - FISCAL YEAR 2010								
		Participating Institutions[1]						IBHE Total
Project Title: _____								
		Amount	+	Amount	+	Amount	=	Amount
Personal Services (Position/Class):								
								-
								-
								-
Personal Services Sub-Total		$ -		$ -		$ -		$ -
Benefits:								
								-
Benefits Sub-Total		$ -		$ -		$ -		$ -
Teacher Stipends:								
								-
								-
								-
								-
Teacher Stipends Sub-Total		$ -		$ -		$ -		$ -
Contractual Services:								
								-
								-
								-
								-
Contractual Services Sub-Total		$ -		$ -		$ -		$ -
Commodities:								
								-
								-
								-
								-
Commodities Sub-Total		$ -		$ -		$ -		$ -

Travel:					$ -
Printing:					$ -
Equipment:					$ -
Telecommunications:					$ -
Audit:					$ -
Evaluation and Dissemination of Outcomes (2-4 Percent)					$ -
TOTAL		$ -	$ -	$ -	$ -
Administrative: (cannot exceed 5%)					$ -
5% of total line is:	$ -				
Indirect Cost: (cannot exceed 8%)					$ -
8% of total line is:	$ -				$ -
GRAND TOTAL FY2010:		$ -	$ -	$ -	$ -
Participating Institutional Share		#DIV/0!	#DIV/0!	#DIV/0!	
Estimated Number of Students Served					-
Estimated Number of Teachers Served					-

'No single eligible partnership member can use more than 50% of the IBHE total grant amount, use additional sheets as needed if more that three partners.

The budget must be accompanied by a budget explanation providing details not covered on this page.

FY2010 IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
BUDGET LINE ITEM CATEGORIES
DEFINITIONS*

Personal Services and Benefits. Expenditures as compensation made for an employee's personal services rendered on behalf of the grant project. Benefits may include group insurance, social security, retirement and other items. Project director's and co-director's salaries should be reported here.

Teacher Stipends. Expenditures made for teacher stipends and payments for substitute teachers.

Contractual Services. Expenditures for professional or technical services and transportation charges exclusive of "Travel" and "Audit." Also expenditures incident to the grant project operation for postage, publications, subscriptions, and services exclusive of commodities.

Commodities. Expenditures in connections with current operation for the purchase of articles of a consumable nature which show a material change or appreciable depreciation with first usage and equipment having a unit value not in any instance exceeding $100.

Travel. Expenditures directly incident to official travel by employees of the grant project or direct payment to private agencies providing transportation or related services.

Printing. Expenditures for printing, printing paper, stationery, pamphlets, and envelopes.

Equipment. A visible, tangible property of a non-consumable nature with a unit value exceeding $100. All equipment must be clearly marked with the institution's inventory decal and the institution must maintain adequate control over all grant property.

Telecommunications. Expenditures for lease, rental or purchase of telecommunications equipment, supplies, maintenance, and service, which includes telephone, radio and other voice, data, or video interconnection systems.

Administrative. Costs necessary to reasonably administer the grant project. Including administrative salaries, accounting and auditing functions, etc. Administrative costs cannot exceed 5 percent of the total budget.

Indirect Costs. Costs associated with operating the grant program but not easily identified. A cost cannot be considered both a direct cost and an indirect cost simultaneously. Institutions must have an approved indirect cost plan on file. Accounting, payroll, budgeting and purchasing are examples of services which typically benefit several activities and programs, and for which costs may be attributed by means of an indirect cost allocation plan. Indirect costs cannot exceed 8 percent of the total budget.

Audit. The independent examination verifying grant expenditures and compliance with the terms of the grant agreement and applicable statutes and rules. Expenditures for audit services should be reported on this line instead of contractual services.

Evaluation and Dissemination of Outcomes. Budget 2-4 percent of grant total for expenditures related to the external evaluation and dissemination of outcomes for the project.

Institutional Contribution. The monetary value of goods or services provided by participating institutions to support the project.

*Definitions based (in part) on the Statewide Accounting Management System (SAMS) Manual issued by the State of Illinois Office of the Comptroller.

FY2010 ESEA - BUDGET JUSTIFICATION

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

Provide a narrative description justifying the anticipated expenditures as set forth in the line items included on the Budget form (Attachment 5). See Budget Categories included in Attachment 5.

COLLABORATIVE PLANNING DOCUMENT

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

The history and nature of the planning process for the proposed project are to be described in the proposal narrative. The purpose of this document is to describe the partnership and the development of the proposal with active involvement of teachers, principals, and other members from the eligible partnership.

Please describe the following components of the partnership's collaborative planning process:

1. Formation of Partnership: Is the proposed school/university partnership newly established, or is it based on a previously established partnership?

2. Structure of Partnership: Briefly describe the collaborative system that has been designed for the school/university partnership. What are the organizational arrangements that provide ongoing working relationships between participants in the district(s), school(s) and university?

3. Needs Assessment: Describe procedures and results of needs assessments that have been conducted.

4. Key Roles and Participants in Partnership: Identify key participants and the roles they play on both sides of the school/university partnership. Specify persons who serve in liaison roles that provide reliable and sustained relationships between schools and the university.

5. Planning Meetings in Preparation Stage of Proposal: Describe planning meetings and consultations that occurred in the preparation of the proposal.

6. Planning and Review Meetings in Implementation Stage of Project: Describe the planning and review meetings that are expected to occur during the next three years of the partnership.

7. Planning and School Improvement: In the planning work of this proposal, what attention is given to the relationship between the proposed professional development activities and school improvement planning in the partner districts/schools?

ELIGIBLE PARTNERSHIP MEMBERS

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

FY2010 ESEA - ELIGIBLE PARTNERSHIP MEMBERS

Eligible Applicants: Section I.B of this RFP and the U.S. Department of Education, under ESEA Title II, Part A, Section 2131 define eligible applicants. Identify the following:

A. Name of the approved public or private institution of higher education and the division of the institution that prepares teachers and principals.

B. Name of the public or private institution and the approved school of arts and sciences.

C. Name of the "high-need" Illinois Public School district(s).

Please list all other partnership members.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

(Add lines for additional partners as necessary.)

LIST OF PRIVATE SCHOOLS CONTACTED

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

FY2010 ESEA - LIST OF PRIVATE SCHOOLS CONTACTED

List all private schools that have been **contacted** and offered the opportunity to participate in the project.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

(Add additional lines as necessary.)

FY2010 ESEA - TABLE OF CURRENTLY FUNDED AND PENDING PROJECTS AND/OR PROPOSALS

Institution	
Project Title	
Project Director Contact Information (including e-mail address)	

Please provide information regarding currently funded and pending projects and/or proposals in which directors and associated program staff are involved.

---

a.   Title: _____

b.   Project Director: _____

c.   Associated Project Staff: _____

d.   Period: _____

e.   Percent of an individual's annual time or support: _____

f.   Total award: _____

g.   Funding agency: _____

---

a.   Title: _____

b.   Project Director: _____

c.   Associated Project Staff: _____

d.   Period: _____

e.   Percent of an individual's annual time or support: _____

f.   Total award: _____

g.   Funding agency: _____

If there are no currently funded or pending projects/proposals, enter "None" here: _____

Reproduce form for additional projects/proposals if needed.

TERMS OF THE GRANT

FY2010 ESEA - Terms of the Grant

When a proposal is selected for funding, the applicants may be asked to clarify and/or revise some aspects of their proposals.

1. **Scope of Proposal**. Funds granted for the operation of the project must be used exclusively for the purpose stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

2. **Time of Completion.** All services, including equipment and commodities, called for under the terms and conditions of this agreement, with the exception of the grant audit and project evaluation services, are to begin no sooner than April 6, 2010 and are to be completed on or before September 30, 2011, which period shall be the grant period. All final grant disbursements, including the cost of the audit, must be completed and paid for within 90 days of the grant period ending date. Unexpended funds shall be returned to the IBHE by January 15, 2012.

3. **Budget Transfers:** The IBHE staff must approve in writing the transfer of any funds from one budget category to another if that transfer will be in excess of 20 percent of the particular category from which the funds are to be transferred. Failure to obtain prior approval may require the grant recipient to refund all of the grant funds transferred in excess of 20 percent. **No transfer requests will be approved within 15 days of the end of the grant period.**

4. **Subject to Appropriations.** Obligations of the state shall cease immediately without penalty or further payment being required if, in any fiscal year, the Illinois General Assembly, the federal funding source, or the Governor fail to appropriate or otherwise make available sufficient funds for this agreement.

5. **Interest.** The Grantee shall promptly, but at least quarterly, remit to the IBHE any interest earned on grant funds. The Grantee may keep interest amounts up to $100 per year for administrative expenses.

6. **Audit/Retention of Records.** Each Grantee shall maintain books and records relating to the performance of the approved project and necessary to support amounts charged to the State under this agreement. Books and records, including information stored in databases or other computer systems, shall be maintained by each Grantee for a period of three years from the later of the date of final payment under the agreement or completion of the approved project. Books and records required to be maintained under this section shall be available for review or audit by representatives of IBHE, the Auditor General, the Inspector General and other governmental entities with monitoring authority, upon reasonable notice and during normal business hours. Each Grantee shall cooperate fully with any such audit and with any investigation conducted by any of these entitites and shall allow full access without charge to all books and records covered by this Agreement. Failure to maintain books and records required by this section shall establish a presumption in favor of the State for the recovery of any funds paid by the State under this Agreement for which adequate books and records are not available to support the purported disbursement.

7. **Other Assets.** In the event any property (real, personal or mixed) is purchased with grant funds for use in the cooperative effort described above and in the further event that such cooperative effort subsequently is terminated, such property shall become the property of IBHE.

8. **Termination.** This agreement can be terminated by IBHE upon notice in writing. Expenditures and obligations incurred by the Grantee up to the time the notice is received shall be authorized expenses under this agreement. Unexpended funds shall be returned to IBHE.

9. **Reimbursement Reports.** The fiscal agent is required to submit regular monthly or quarterly reimbursement reports.

10. **Project Evaluation**. All projects must include an evaluation plan that determines the extent to which the project accomplishes its goals and objectives. *Successful grantees will be required to set aside 2-4 percent of their approved grant award for an independent external evaluator.*

   The Grantee shall provide the IBHE with interim evaluation reports as part of a renewal application. A final written evaluation must be provided within 90 days of the grant period ending date.

11. **Audit Reports.** For institutions other than those eligible institutions electing to use the Single Audit Act, an audit of grant expenditures must be conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States, including a comparison of budgeted and actual grant expenditures. This audit must be conducted by an external auditor who is registered as a public accountant by the Illinois Department of Financial Professional Regulation and must be submitted to the Grantor not later than December 31, 2012.

   For eligible institutions electing to use the Single Audit Act: (a) an audit of grant expenditures must be conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. This audit must be conducted by an external auditor who is registered as a public accountant by the Illinois Department of Financial Professional Regulation and submitted to the Grantor within 14 days after the audit becomes available to the Grantee, and (b) a schedule comparing budgeted grant expenditures and final grant expenditures must be submitted by December 31, 2012. This schedule must be signed by the institution's chief financial officer.

12. **Intellectual Property.** Any work product developed or acquired as a result of this grant shall be considered as a work for hire. Such work product will become the property of the State of Illinois and will be in the public domain.

13. **State Certifications.** The Grantee must make the certifications listed in Attachment 12, and agrees to comply with the certifications listed in Attachment 12 during the grant period, certifies that such certifications are true and correct, and acknowledges that such certifications are a condition of this Agreement.

FY2010 ESEA REQUIRED CERTIFICATIONS

The Applicant makes the following certifications as a condition of this Agreement. These certifications are in addition to any other certification contained in this Agreement. Fiscal Agent's execution of this Agreement shall serve as its attestation that the certifications made herein are true and correct.

1. **Applicable Law.** The Applicant agrees to comply with all applicable provisions of federal, state, and local law in the performance of its obligations pursuant to this Agreement.

2. **Drug Free Workplace Act.** The Applicant certifies that it is in compliance with the applicable provisions of the Drug Free Workplace Act (30 ILCS 580/1 et seq.) with respect to providing a drug free workplace.

3. **Non-Discrimination.** The Applicant certifies that it is in compliance with the applicable provisions of the U. S. Civil Rights Act, Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act (42 U.S.C. 12101 et seq.) and applicable rules in performance under this agreement.

4. **Discriminatory Club Dues.** The Applicant certifies that it is not barred from receiving any Contract from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of dues or fees to any club which unlawfully discriminates (775 ILCS 25/2).

5. **Equal Employment Opportunities—Affirmative Action/Sexual Harassment.** The Applicant certifies that it is in compliance with the Illinois Department of Human Rights Act (775 ILCS 5/2-105 (A)) and rules applicable to public contracts, including equal employment opportunity and affirmative action, refraining from unlawful discrimination, and having written sexual harassment policies.

Taxpayer Identification Number

I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), **and**
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, **and**
3. I am a U.S. person (including a U.S. resident alien).

Company Name: _____

Taxpayer Identification Number:

    Social Security Number _____

<div align="center">or</div>

    Employer Identification Number _____

(If you are an individual, enter your name and SSN as it appears on your Social Security Card. If completing this certification for a sole proprietorship, enter the owner's name followed by the name of the business and the owner's SSN or EIN. For all other entities, enter the name of the entity as used to apply for the entity's EIN and the EIN.)

Legal Status (*check one*):

☐ Individual	☐ Governmental
☐ Sole Proprietor	☐ Nonresident alien
☐ Partnership/Legal Corporation	☐ Estate or trust
☐ Tax-exempt	☐ Pharmacy (Non-Corp.)
☐ Corporation providing or billing medical and/or health care service s	☐ Pharmacy/Funeral Home/Cemetery (Corp.)
☐ Corporation NOT providing or billing medical and/or health care services	☐ Limited Liability Company (select applicable tax classification)
	☐ D = disregarded entity
☐ Other:_____	☐ C = corporation
	☐ P = partnership

SAMPLE REIMBURSEMENT FORM

ESEA - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM

FISCAL YEAR 2010 Reimbursement For the Quarter of _____, 20____

Project Title: <mark>Please enter project title here</mark>

Participating Institutions[1]

	Amount	+	Amount	+	Amount	=	Total Amount
Personal Services (Position/Class):							
							-
							-
							-
Personal Services Sub-Total	$ -		$ -		$ -		$ -
Benefits:							
							-
							-
Benefits Sub-Total	$ -		$ -		$ -		$ -
Teacher Stipends:							
							-
							-
							-
							-
Teacher Stipends Sub-Total	$ -		$ -		$ -		$ -
Contractual Services:							
							-
							-
							-
							-
Contractual Services Sub-Total	$ -		$ -		$ -		$ -
Commodities:							
							-
							-
							-
							-
Commodities Sub-Total	$ -		$ -		$ -		$ -

Travel:					$ -
Printing:					$ -
Equipment:					$ -
Telecommunications:					$ -
Audit:					$ -
Evaluation & Dissem. of Outcomes:					$ -
TOTAL		$ -	$ -	$ -	$ -
Administrative:					$ -
Indirect Cost:					$ -
GRAND TOTAL:		$ -	$ -	$ -	$ -
Participating Institutional Share					
Total Grant Award Amount:		Please enter			
Total Reimbursements To-date		Please enter			
Including amount on this report					

Please provide a brief description of activities completed by budget line item for which you are requesting to be reimbursed for. Note: See sheet 3 for budget line definitions.

Personal Services:

Benefits:
Teacher Stipends:
Contractual Services:
Commodities:
Travel:
Printing:
Equipment:
Telecommunications:
Audit:
Evaluation:
Administrative:
Indirect Cost:

The undersigned certifies the above information is true and correct and acknowledges the information is being relied upon by the IBHE to process this reimbursement request.

Name of person completing form: _____

Title: _____

Phone Number: _____

Sample Independent External Evaluator Agreement Form

The purpose of this Agreement Form is to certify that the Illinois Board of Higher Education (IBHE) and the grantee named below have agreed to the following terms.

1. The Evaluation will be conducted by an Independent External Evaluator not employed by, or affiliated with, the applicant institution.

   Evaluator Name: _____

2. The Evaluator is qualified to conduct this type of activity; experienced in evaluation and familiar with the subject matter and topics addressed by the grant. Please submit the resume or vita of the Evaluator.

3. The Evaluator must agree to conduct the evaluation at a cost that does not exceed the budget limitations specified in the RFP. IBHE staff will monitor contractual agreements between the Grantee and the Evaluator.

4. The Evaluator must agree to periodic meetings with the IBHE and Grantee to collaborate on evaluation activities and provide periodic status reports.

5. The evaluation plan is designed to describe the project's outcomes, accomplishments, and ability to inform public policy.

6. The Project's outcomes will be readily available for statewide dissemination.

Signatures:

Grantee: _____

Project Title: _____

Project Director: _____

Signature: _____ Date: _____

Grantor: Illinois Board of Higher Education

Name: _____

Title: _____

Signature: _____ Date: _____

Attachment 14 is provided for informational purposes and does not have to be completed at this time.