*REQUEST FOR PROPOSALS—Effective October 17, 2016
Teacher Quality
Georgia ESEA Improving Teacher Quality Higher Education –
Title II, Part A
(Administered by the University of Georgia for
The Board of Regents of the University System of Georgia)

The Improving Teacher Quality State Grants, Title II, Part A includes between $150,000 and $500,000 (a more precise dollar amount will be made available in October) for the State of Georgia to be awarded during the review process to be held November 17-20, 2016. Awards are expected to range from $25,000-$60,000 and have a project period of 12 to 16 months beginning on February 15, 2017 and ending as late as May 31, 2018.

Proposal Submission Timeline
Memo of Intent to Submit Proposal Email (Required)
In order to prepare for the review process, please send an email on or before **5:00 PM on Monday, October 27, 2016** to cthompso@uga.edu containing the following:
- Applying institution
- Project director(s)
- Targeted high-need LEA(s) and other partners
- Core subject area(s) and targeted grade level(s)
- Indication of whether project is a new project or a renewal

Final Proposal Submission
Email an electronic copy (PDF) of the proposal to Clarice Thompson at cthompso@uga.edu no later than **5:00 PM on Friday, November 18, 2016**.

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1. Purpose of Grants

The purpose of each grant is to plan and conduct professional learning experiences with the goal of strengthening and deepening teachers' content knowledge in their academic subjects with emphasis on how deepened content knowledge impacts teaching practices and student learning. Grants can also address teachers' use of technology, alternative assessment strategies, or innovative teaching strategies, all with the goal to improve teaching practices and student learning. Projects must attend to the content within and implementation of Common Core Georgia Performance Standards or Georgia Performance Standards (math, language arts, social studies, science).

Projects must serve at least **12** educators from elementary, middle, or high schools in Georgia. **At least 50% of the participants must be from a high-need local education agency (LEA).** Projects with groups from local schools (4 or more teachers per school) are encouraged. **Projects with fewer than 12 participants or less than 50% its participants from a high-need LEA are subject to cancellation.**

All grant applications must include a scientifically-based rationale for principal components of the proposed project. See the Georgia Teacher Quality website for information on this requirement. **Matching funds are NOT solicited and should not be included in the budget.**

2. Project Grants

Grants are for the professional development of teachers in language arts, mathematics, reading, science, and/or social studies. The use of technology is encouraged in all grant proposals.

Grant activities must be clearly focused on Common Core Georgia Performance Standards (language arts or math) or Georgia Performance Standards (social studies or science) and the Georgia Teacher Keys Effectiveness System (TKES). Activities must be related to the needs of P-12 educators (e.g., teachers, media specialists, paraprofessionals, instructional coaches, guidance counselors, school-level administrators). Although paraprofessionals are eligible to participate in projects, teachers are given first priority. **All participants must be employed by a Georgia school district in fall 2017.** The project should have attainable goals that will lead to an increase in teachers' knowledge, change in teachers' classroom practice, improvement in student achievement, and/or increase the number of highly qualified teachers. Proposals must include evidence that the project will provide professional development activities in the specific subject areas as well as in the related pedagogy.

Project grants have two parts. Part 1 is a workshop or graduate level course. Part 2 should consist of sustained contact within the project period between project personnel and participants in the participants' classrooms. Part 2 could also consist of group meetings to share and reflect on implementation of project strategies or content or to plan and conduct dissemination. Both workshop parts may involve course credit (up to a total of 6 credit hours), Professional Learning Units (up to a total of 5 PLUs), or stipends based on contact hours. NOTE: Due to recent changes in professional learning requirements (PLUs) for

Georgia educators, we encourage project directors to consult with participants regarding preferences for PLUs vs. contact hour stipends. ***It is not a requirement to include either course credit or PLUs***. Projects that award 3 hours of course credit will engage teachers in a minimum of 50 contact hours of professional learning, while projects that award PLUs will engage teachers in a minimum of 10 contact hours per PLU. Project directors who choose to offer stipends only (no course credit or PLUs) will award stipends based on contact hours. Ten contact hours=$100 stipend. Stipends up to $500 may be awarded for 50 contact hours.

3. Partnerships, Eligibility, & Criteria
Partnerships
Projects must be designed and implemented by partnerships that include 1) P-12 educators (e.g., teachers, media specialists, paraprofessionals, instructional coaches, guidance counselors, school-level administrators) in participating local education agencies (LEAs); 2) higher education faculty and administrators from teacher education; and 3) higher education faculty and administrators from the arts and sciences.

NOTE: To be considered an arts and sciences partner, the faculty must be from an arts and sciences college that awards degrees in core subjects taught in P-12. For example, a College of Engineering could be a partner if they award degrees in math, but not if they only award degrees in engineering. **Teacher education faculty *must* be involved in the preparation of preservice or in-service teachers** in order to be considered a teacher education partner.

Other partners are encouraged and may include additional LEAs, professional or cultural organizations, museums or similar non-profit organizations, other components of an Institution of Higher Education (IHE), or businesses. [If the content unit and the unit that prepares teachers are in the same Division or College, then an explanation of this organizational arrangement should be included in the Capacity description in Appendix 3.]

The project partnership must demonstrate substantial collaboration among higher education faculty, LEAs, and other education entities. Every proposal submitted must verify this collaboration with letters from the major stakeholders. Submitted proposals must show true collaboration with *at least one* high-need LEA in the planning of the proposed project and indicate a willingness to recruit and work with additional high-need LEAs if space in the professional development project allows. Project proposals must include letters from each partner involved in the project **including two letters from high-need LEA partners** (one letter from the partnering school district written by an administrator, content coordinator, or professional development officer **and** one letter from the partnering school written by the school principal, assistant principal, department/content chairperson, or grade level chairperson). For assistance in cultivating partnerships with LEAs, consider contacting a local Regional Educational Service Agency (RESA). See Appendix 1 for contact information for RESAs serving the identified high-need LEAs.

<u>Project Director Eligibility</u>
Faculty from any public or private institution of higher education (IHE) in Georgia may apply as a Project Director (PD) for an Improving Teacher Quality Grant proposal. However, it is **not necessary that each** IHE faculty member associated with a project be a Project Director. The IHE **must** serve as the fiscal agent for the project. Therefore, the Project Director must be a full-time faculty member of the IHE. Temporary or retired faculty or teachers can be Co-Project Directors (Co-PDs) but not the sole Project Director.

Non-profit organizations, such as museums, RESAs, service or professional organizations (e.g., 4-H, GSTA) may not apply for funding directly, but may be involved by organizing a partnership with one or more high need LEAs and a sponsoring IHE. The IHE will be the applicant and recipient of funds. The Project Director must be a faculty member from an IHE in Georgia who agrees to assume responsibility for oversight and fiscal management of the project. This faculty member may or may not be personally budgeted in the proposal. All funds will be awarded, via a subaward agreement, to an IHE in Georgia.

<u>High-Need LEA Criteria</u>
Every funded project must include a qualified high-need LEA. A high-need LEA is one that:
1. Reports a lower HiQ score (score assigned to schools based on their highly qualified teachers) than the state HiQ score of 98.1% **and**
2. Enrolls at least 10,000 or 20% of its students from families whose income is below the poverty level according to the most recently published U.S. Census data on percentage of children living below the poverty level.

LEAs that meet the high-need criteria are identified in Appendix 2 and on the Georgia Teacher Quality website. High Need Local Education Agencies (**At least 50% of project participants must come from a high-need LEA.**

4. Proposal Components and Organization
The electronic copy of the proposal should contain the following components:
   a. Cover Sheet #1
   b. Project Director and Co-Project Director Contact Information Page (names, professional affiliation, telephone numbers, and email addresses)
   c. Cover Sheet #2
   d. Abstract (250 words or less, Times New Roman, 12-point font, double-spaced, 1" margins) that includes:
      • Summary of the project's goals, activities, and expected outcomes
      • Indication of whether the proposed project renews a current project or is a new endeavor
      • Anticipated target population
      • Identification of LEAs and other participating organizations
      • Anticipated start and end dates of project
      NOTE: The abstract must be double-spaced or the proposal will not be reviewed.

a. Proposal Text (see page 8 for format and page limits) including:
   - Demonstrated need
   - Project Participants
   - Goals and objectives
   - Plan of operation
   - Evaluation
b. Appendix 1: Budget summary and itemized budget of the proposal.
c. Appendix 2: Budget narrative that **explains and justifies** the budget items. The purpose of the budget narrative is to explain the budget items, not simply to restate the information. To justify the budget items, please discuss how the budget items are reasonable and appropriate for the purposes of this project. Include the breakdown of costs per participant or event where appropriate.
d. Appendix 3: Capacity for implementing the project.
e. Appendix 4: Partnership letters on letterhead (See page 3 for a description of required letters). **The letters will not be counted as part of your 38-page limit**.

5. Proposal Text and Format

Demonstrated Need/Needs Assessment

The project must address the results of a comprehensive assessment of teacher quality and professional development needs with respect to the teaching and learning of core subjects at any LEAs that participate in the partnership. Student achievement data (e.g., Georgia Milestones results, standardized test scores, classroom-based assessments) and teacher quality data (e.g., questionnaires, interviews, or focus groups) must be used in preparing a proposal. If the proposed project is a continuation of or closely related to a project recently funded by Teacher Quality grants, the **outcome of recent activities should also be documented.**

Project Participants

Describe the project participants, as well as the strategies that will be used for recruiting the participants and the criteria used for their selection. Project participants may include educators at the elementary, middle school, and/or high school levels in Georgia public, private, or charter schools. Projects are primarily for classroom teachers but can include media specialists, paraprofessionals, instructional coaches, guidance counselors, and administrators. **Educators who will not be employed by a Georgia school district in 2017-18 are not eligible to participate in Teacher Quality funded projects.**

Inclusion of school administrators is likely to increase the impact of the project. If a school administrator wishes to be a project participant, an award of $500 to the administrator's school can be included in the budget to support follow-up or sustained contact activities during the project period. **The administrator's support letter must express his/her commitment to being a project participant for this item to be included in the proposed budget and approved by the ITQ Office.** The administrator stipend cannot be issued directly to the administrator. The funds will be awarded to the school and must be used to support project implementation at the school.

Project Goals and Objectives
Explicit attention must be given to the goals and objectives that strive to address the identified needs of participants. Proposals should be designed to assist teachers in one or more of the following:
- Deepening their content knowledge
- Expanding their repertoire of appropriate and effective instructional strategies for teaching content
- Developing the necessary background for incorporating instructional technology into the courses they teach

Plan of Operation
The plan of operation should describe project activities and indicate how the activities are appropriate to the needs of the intended teacher participants and aligned with project goals and objectives. It should also include evidence that the proposed activities are scientifically-based, reflective of effective professional development, and likely to have a demonstrable impact on teacher practice and student learning. A schedule of project activities, including a timeline, should be provided. **Funding is not available for multiple offerings of the same course or workshop within a funding cycle.**

More than one proposal per Project Director **will be accepted** under the following conditions:
1. Projects are focused on different subject areas or different content within a subject area.
2. Projects are focused on similar content but are aimed at different levels (elementary, middle and high school). These projects must include goals, outcomes, and Common Core Georgia Performance Standards or Common Core Standards that are appropriate for the specified levels.
3. Explicit differences between the project proposals must be evident throughout the proposals submitted by the same PD.

Evaluation
The evaluation component must be created in consultation with an External Evaluator who is not a direct participant in grant activities. Evaluators cannot be considered project partners. They are **outside** evaluators. The Final Evaluation Report submitted by the External Evaluator must include information required by the Teacher Quality Grant Office (See p. 7, Required Reports from External Evaluator). Evaluators will be paid either at the end of the project OR half in summer and the remainder at the end of the project after submitting the final report. In addition, evaluators are paid a percentage of the total budget (no less than 3% and not over 8%). If the total budget of the proposal is decreased or increased by the TQ office, the evaluator costs will be adjusted accordingly, as well.

The evaluation component of the project should assess both the implementation of the project (process evaluation) and the project's impact on participants (outcome evaluation). Process evaluation measures what you are doing and how well you do it, describing participants, interactions, and activities. It answers the following questions: Did you do what you intended to do (planned activities within planned timeline), how well, and with

whom? Example measures would include documentation that professional development activities occurred (e.g., agendas and sign-in sheets), feedback about how well an activity was conducted (e.g., surveys or interviews of participants and leaders), and records of who was involved (e.g., demographic data).

Outcome evaluation measures the change in participants' attitudes, knowledge, and/or behavior. Measures can include teachers' content knowledge, their practice and, if appropriate, their students' learning. Evaluation that intends to show an increase in knowledge or performance requires baseline data from the start of the project, as well as data collected during and at the end of the project experiences.

In whatever ways these process and outcome questions are addressed, the project's goals and objectives should be realistic and achievable. The plans for gathering data should address the project's objectives and be doable with the help of project personnel and the services of the External Evaluator. (See "**SMART Objectives: S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely") on the Teacher Quality website.

Evaluation plans can include a variety of measures but must contain the following:
- Pre/post assessments of professional development experiences measuring attendees' knowledge, skills, behavior, and/or attitudes. These assessments are to be developed or provided by the project directors and/or the project evaluator.
- Pre/post surveys provided by the Teacher Quality office. The links to these surveys will be emailed to participants.

Data sets, such as classroom observations, video analyses, teacher journals, lesson plans, teacher portfolios, or student work samples, should be accompanied by rubrics or criteria to guide judgments of their quality.

A copy of the External Evaluator's Final Report (PDF version only) must be submitted to the Teacher Quality Office at the end of the grant period. See list below for required evaluation reporting:

- Responsibilities of **Project Directors**:
    1) Conduct pre/post assessment of professional development experiences.
    2) Encourage completion of Teacher Quality surveys. Links to these surveys will be provided by TQ Office after the initial professional development experiences and after the follow-up professional development experiences.
    3) Submit Project Director Initial Report at end of first day of professional development activities. Link to this report will be provided to each PD by the TQ office.
    4) Submit Project Director Final Report at end of grant period. Link to this report will be provided to each PD by the TQ office.
- Responsibilities of **External Evaluator**:
    1) Write and Submit Final Evaluation Report. Send electronic copy to Project Director and TQ Office. The Final Evaluation Report should include the following headings:

- Evaluation of the full scope of the project
- Outcome for each objective
- Details of how each objective was measured—graphs, tables, quotations
- Details about context
- Number of participants
- Dosage (level/extent of participation/completion)
- Fidelity (project delivered as intended)
- Barriers/challenges/contamination (What impeded implementation?)
- Unexpected outcomes
- Recommendations and areas of strength

For assistance in securing an external evaluator, Project Directors may wish to use the following resources:

- An evaluation center/group at their higher education institution
- American Evaluation Association Click on "Find an Evaluator".

NOTE: Each project proposal must spend at least 3% but not more than 8% of the budget on external evaluation. Evaluators are paid a percentage of the total budget. If the total budget is decreased or increased for the project, evaluator costs will be adjusted accordingly.

Capacity (Appendix 3)

Present a brief description of the following:

- Faculty and support personnel involved in the project and their roles. The involvement of faculty members from both arts and sciences units and units that prepare teachers should be described. If the content unit and the unit that prepares teachers are in the same Division or College, then an explanation of this organizational arrangement should be included in this section. University students can be paid as support personnel.
- Host institution facilities and available equipment that are relevant to meeting the program's objectives.

Letters Supporting Project Partnerships (Appendix 4)

Project proposals must include letters from each partner involved in the project **including two letters from high need LEA partners** (one letter from the partnering school district written by an administrator, content coordinator, or professional development officer **and** one letter from the partnering school written by the school principal, assistant principal, department/content chairperson, or grade level chairperson).

In addition to indicating support for a project, letters **must** describe the partner's contributions to the project partnership through

    (a) involvement in project planning; and

    (b) involvement in implementation of project activities.

Letters **should not include any dollar amounts** associated with the contribution (e.g., faculty time, materials, personnel, etc.). Letters should be personalized to reflect the partner's contribution to the project. Support letters are not counted as part of the 38-page limit.

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

Format
Proposal text cannot exceed **18 pages**. The total length of the project proposal, including all appendices, should not exceed **38 pages**. The 38 pages do not include the cover sheet pages, abstract, or support letters. Page restrictions will be enforced and reviewers will be instructed not to read beyond page 38 of the proposal
All text (including text in the appendices) must adhere to the following formatting requirements:
- Double-spaced (26-28 lines per page). **NOTE:** Letters in Appendix 4 may be single spaced.
- Font: Times New Roman,12-point
- Margins 1"
- Pages numbered consecutively, starting with the text of the proposal and ending with the last page of Appendix 4

6. Budget Items and Preparation (Appendices 1 and 2)
Budget Summary
A budget summary and an itemized budget should be completed on the budget forms (see page located on the Teacher Quality website). The Project Director is responsible for ensuring that the budget office at his/her IHE uses the correct forms and categories exactly as shown on the budget forms. The budget should specify the expected number of participating teachers and, where applicable, the number of credit hours, PLUs, or contact hour stipends to be earned by each participating teacher. See website for a sample budget summary.

Budget Narrative
The budget narrative should describe and justify all budget items. To justify the budget items, please discuss how the budget items are reasonable and appropriate for the purposes of this project. Examples of the type of budget items that require justification are:
- Discuss the responsibilities for each included faculty member. This should be comprehensive and include the expertise the faculty member provides. Distinguish between the roles each faculty member offers in comparison to the others. Include the number of salary units requested or percentage of pay.
- Discuss the project-specific responsibilities for any graduate students. Include their salary or number of hours requested per 9-month or 12-month period.
- Discuss the project-specific responsibilities for any consultants or guest speakers and an explanation of what specialization they offer the project. Consultants' and guest speakers' pay is not to exceed $300/day.
- Cost of requested materials (e.g., books, supplies, etc.) per attendee. Discuss how the materials will be used to advance the aims of the project.

- Tuition per credit hour or stipend per PLU or 10 contact hours and room and board per day per attendee.
    - o Participants cannot receive a stipend if their tuition is paid.
    - o Participants who live more than 50 miles from the workshop site may receive mileage and lodging if justified.
    - o If attendees receive mileage and lodging support, they are not eligible to receive a full stipend of $100/PLU or 10 contacts hours. They will receive $50/PLU or 10 contact hours.

See website for a sample budget narrative

Please note that no single partner institution may benefit from more than 50% of the budget. Therefore, each item or a portion thereof should be allocated to a partner or partners. The budget narrative should include a statement apportioning the benefit for each. For example: "Faculty salaries to cover the cost of professional development courses benefit the College of Education" or "the teacher stipends benefit xxx School." At the end of the narrative, please include a sentence stating the percentage of the budget benefiting each partner. For example: "The College of Education is benefiting from 35% of the budget; the College of Arts and Sciences is benefiting from 25% of the budget; and xxx School District is benefiting from 40% of the budget." An explanation and examples of this rule are listed in Appendix 3 of the RFP and located on the Teacher Quality website.

Funds can be requested for the following:
1. Personnel Costs
- **Faculty salary:** Salary requests must be explained in the budget narrative and linked to project activities and the number of attendees.
    - o *Summer:* Use home departmental or institutional rate to calculate summer salary for each 3-hour semester credit graduate course, or 50 contact hour workshop up to 10%. *Academic year:* Use home departmental or institutional rate to calculate academic salary for each 3-hour graduate course or 50 contact hour workshop.
    - o *External Evaluator:* The total cost for external evaluation should be at least 3% of the budget but no more than 8% of the budget. If the external evaluator is at the PD's institution, the evaluator's salary and fringe benefits should be budgeted under Personnel. If the external evaluator is not at the PI's institution, the fee for the evaluator should be recorded under Evaluation Costs. All costs associated with conducting the evaluation must be included in the 3%-8% requested for the external evaluation. Since evaluators are paid a percentage of the total budget, if the total budget is adjusted for the project, evaluator costs will be adjusted accordingly. **NOTE: Evaluator costs must either be paid at the end of the project OR half in summer and the remainder at the end of the project after the evaluator submits the final report.**
- **Support personnel:** Funds requested for support personnel must be explained and justified in the budget narrative and linked to project activities and the number of attendees.

- Teaching assistants (i.e., graduate assistantships, including fringe benefits if applicable). ITQ will not fund research assistants or other support personnel whose primary responsibility is to engage in research (i.e., collect or analyze data). Those tasks are the responsibility of the external evaluator
- **NOTE: Funds are not available for administrative tasks or clerical work.**

2. Fringe Benefits.
Apply your institution's fringe benefits rates to personnel salaries as appropriate. See your institutional representative for current rates.

3. Participant Support Costs.
Participant support costs means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects.
Note: Indirect costs are NOT calculated on Participant Support Costs.
- **Fees:** PLUs, technology & parking (see p. 12 for fees not covered)
- **Stipends** (excluding school/district administrators): Participants can be paid stipends up to $100 per 10 contact hours. The maximum stipend is $500 (50 contact hours).
    - **PLUs can be offered but are not required.**
    - Stipends **cannot** be paid to school or district-level administrators. Stipends are to be paid upon completion of the contact hours. (e.g., summer workshop=30 contact hours=$300; fall and/or spring follow-up=20 contact hours=$200.)
- **Lodging:** Funds can pay for lodging and mileage for attendees living 50+ miles from project site.
    - **If TQ pays for attendee lodging and/or mileage, attendees will receive $50 per 10 contact hours or PLU (instead of $100 per 10 contact hours or PLU).**
- **Subsistence:** Food costs for participants/trainees may be included in this category.
    - **Daily food costs may not exceed allowable state rates.** See your institutional representative for these rates.
- **Tuition:** Participants cannot receive both tuition and a stipend and cannot be personally charged tuition. Institutional fees are not covered.

4. Travel.
Project faculty and support personnel are reimbursed up to the current state rate. *See your representative for rates at your institution.*

5. Additional Costs.
- **Substitute Teacher Pay.**
- **School award for administrator participation:** A payment of $500 to the administrator's school can be included in the budget to support follow-up or sustained contact activities during the project period. A letter of support from the school administrator explaining his/her commitment to participating in the project

must be included in the proposal submission in order for the school award of $500 to be funded.

- Consultants (external to your institution), if appropriate. Rate not to exceed $300/day.
- **Food:** Daily food costs must be no more than ***allowable state rates. See your institutional representative for these rates.***
- **Copying and postage:**
  - Postage directly allocable to the project must demonstrate a need required by the scope of the project to be charged to the grant.
  - Copying and postal charges ***must*** be justified in the budget narrative and linked to project activities and number of attendees.
- **Conference Fees:** ITQ funds can be requested for in-state conference fees but funds for this purpose must be requested ***after*** the acceptance of a conference presentation proposal. Once notified of the conference proposal acceptance, email Clarice Thompson (cthompso@uga.edu) a detailed request of the funds needed and a copy of the acceptance notification. ***Do not request conference fees in your ITQ project proposal due on November 18.***

6. Evaluation Costs.

Evaluation costs should be at least 3% but not more than 8% of the total budget. If the evaluator is external to your institution, budget their costs in this category; if they are at your institution, budget them under Personnel Costs. See Personnel Costs for additional details.

7. Supplies.

- Only materials and supplies directly allocable to the project may be charged to the grant.
- The budget narrative ***must*** include a detailed explanation of personnel requests, including roles/responsibilities of project directors and support personnel, and how all materials and supplies will be used in the project. Additionally, "kitchen science" materials ***must*** have a detailed explanation for their use in the project in order for these requests to be funded.

- **Indirect Costs:**
  - Improving Teacher Quality is considered a "restricted rate" program under Title 34, Code of Federal Regulations (CFR) Part 76.563. Therefore, UGA and all sub-grantees must use one of the two following indirect cost calculations, ***whichever is lower****:*
    A) 8% of Modified Total Direct Costs, excluding tuition and Participant Support Costs
    B) The institution's federally negotiated indirect cost rate
- For information on when items normally considered Facilities & Administrative costs can be directly charged to the project budget, contact your institutional representative.

NOTE: Do not include matching funds or in-kind support in the budget.

The following items are not eligible for Teacher Quality funding, and therefore should not be included in the proposed budget:

- o Purely administrative or clerical personnel
- o Out-of-state airfare or out-of-state conference registration/fees
- o Activity fees, health fees, membership fees, institutional fees, graduate application fees
- o Substantial costs for items that will become the property of LEAs (e.g., iPads, computers, classroom sets of equipment such as graphing calculators & laboratory equipment)
- o Items that are considered ubiquitous (e.g., digital cameras and flash drives)
- o Office supplies, materials, equipment, books, subscriptions, and telephone costs not directly allocable to project activities

7. Additional Requirements

Previous Project Directors

To be eligible to submit a proposal, project directors of previous Teacher Quality grants must have all required reports on file with Ms. Clarice Thompson (cthompso@uga.edu), the *Georgia ESEA Improving Teacher Quality Higher Education* Administrative Coordinator.

Geographical Distribution

According to NCLB Title II, Part A, Subpart 3, Section 2132, "Grants must be equitably distributed by geographic area within the state." This rule is satisfied during the final review process. During that time, projects are reviewed to ensure that a preponderance of projects are not conducted in a single area of the state and that qualifying school districts are served. ***In the last six years, however, the ITQ office has not had to employ this rule because the projects selected for funding by the proposal reviewers have been equitably distributed geographically.***

8. Proposal Review and Scoring

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

- a. Demonstrated Needs
- b. Meaningful Partnership
- c. Project Goals and Objectives
- d. Plan of Operation
- e. Evaluation
- f. Capacity
- g. Budget

The Proposal Scoring Instrument that will be used by reviewers to rate proposals is presented in Appendix 4 of the RFP. The RFP is also located on the Georgia Teacher Quality website.

9. Subaward Timeline

October 27, 2016   *Memo of Intent to Submit Proposal Email (Required):* Please send
an email to cthompso@uga.edu by 5:00 PM.

November 18, 2016   *Proposal Deadline*: Please send a PDF of the proposal to
cthompso@uga.edu by 5:00 PM.

Nov. 21-26, 2016   *Proposal Review*: An online review of proposal submissions
will be conducted by Georgia educators.

March 2017   *Projects Awarded:* Successful applicants will be notified by late
February, 2017 that their proposals have been selected for funding.
Unfunded proposals will be notified at the same time.

February to   *Subaward Agreements Issued*
March, 2017

Spring, 2017   *Spring Project Director Meeting:* Each project should send a
Project Director or Co-Project Director to attend a meeting at UGA
to prepare for project implementation, recruitment, and reporting.
NOTE: *The ITQ office will fund the spring PD meeting, so do not
include travel costs associated with that meeting in the budget you
submit.*

March 1, 2017   *Project Implementation:* The project funding period will be for
to   12 to 16 months beginning on March 1, 2017 and ending as
May 31, 2018   late as May 31, 2018.

10. Contact Information

For further information, contact Dr. Kathy Thompson, Teacher Quality Director,
(kthompso@uga.edu) or Ms. Clarice Thompson, Administrative Coordinator
(cthompso@uga.edu) at the University of Georgia at (706) 542-4043. For the University
of Georgia office for Sponsored Projects Administration, contact Lourdes Bastas, Senior
Grants Officer, Sponsored Projects Administration, Pre-Award (lbastas@uga.edu) 706-
542-0710.

Appendix 1: List of Regional Education Service Agencies (RESAs)

Area	Contact	Email
Central Savannah River Area RESA		
Executive Director	Gene Sullivan	gsullivan@csraresa.org
Math	Brenda Hodgin	bhodgin@csraresa.org
	Steve Smith	ssmith@csraresa.org
Chattahoochee-Flint RESA		
Executive Director	Norman Carter	ncarter@chattflint.org
Mathematics	Jane Evans	jevans@chattflint.org
Coastal Plains RESA		
Mathematics	Paulette Shoupe	pshoupe@cpresa.org
English Language Arts, Reading, and Literacy (All Contents)	Jan Powell	jpowell@cpresa.org
	Darlene Watson	dwatson@cpresa.org
Science, Social Studies, CTAE, and other Content Areas	Laura Frizzell	lfrizzell@cpresa.org
First District RESA		
Executive Director	Whit Myers	wmyers@fdresa.org
Director for Educational Services	Trudy Counts Sharpe	tsharpe@fdresa.org
Griffin RESA		
Mathematics	Jacqueline Hennings	jhennings@griffinresa.net
	Carol Taylor	
Reading/English Language Arts	Robbin Dykes	rdykes@griffinresa.net
Science	Katrina Springer	kspringer@griffinresa.net
Heart of Georgia RESA		
Executive Director	Steven R. Miletto	smiletto@hgresa.org
Metro RESA		
Science	Donna Barrett	donna.barrett@mresa.org
Executive Director	Leigh Ann Putman	leighann.putman@mresa.org
Middle Georgia RESA		
Executive Director	Carolyn H. Williams	cwilliams@mgresa.us
Language Arts	Robin Smith	rsmith@mgresa.us
Common Core (mathematics and literacy)	Robin Smith	rsmith@mgresa.us
North Georgia RESA		
Mathematics	Bonnie Angel	bangel@etcmail.com
Executive Director	Larry Harmon	lharmon@ellijay.com
Northeast Georgia RESA		
Executive Director	Russell Cook	russ.cook@negaresa.org
Northwest Georgia RESA		
Executive Director	Mills, Dexter	dmills@nwgaresa.com

Oconee RESA			
	Science/Executive Director	Hayward Cordy	hayward.cordy@oconeeresa.org
	Mathematics	Robbie Ray	robbie.ray@oconeersa.org
Okefenokee RESA			
	Executive Director	Peggy Pruet Stovall	pstovall@okresa.org
	Mathematics	Elizabeth Oliver	eoliver@okresa.org
Pioneer RESA			
	Executive Director	Justin Old	jold@pioneerresa.org
	Science	Michael Bush	mbush@pioneerresa.org
Southwest Georgia RESA			
	Mathematics	Janna Beanblossom	jbeanblossom@swresa.org
		Amy Casper	acasper@swresa.org
	ELA/Content Literacy	Debbie Clarke	dclarke@swresa.org
	Science	Sarah Erwin	serwin@swresa.org
West Georgia RESA			
	Executive Director	Rachel Spates	rspates@garesa.org

High Need LEAs for 2017-2018 Teacher Quality Proposals

Atkinson County
Baldwin County
Bibb County
Brooks County
Burke County
Calhoun County
Cobb County
Crawford County
DeKalb County
Dooly County
Dougherty County
Early County
Emanuel County
Fulton County
Greene County
Haralson County
Henry County
Jenkins County
Meriwether County
Miller County
Mitchell County
Muscogee County
Quitman County
Randolph County
Richmond County
Stewart County
Treutlen County
Twiggs County
Warren County
Webster County
Dublin City Schools (Laurens County)
Georgia Cyber Academy (all Ga school counties)
Ivy Prep Academy (Gwinnett County)
International Charter School of Atlanta (Fulton Co)
Scintilla Charter Academy (Lowndes County)
Georgia School for Innovation and the Classics (Richmond County)
Dubois Integrity Academy I (Clayton County)
Pataula Charter Academy (Calhoun County)
State Schools

Appendix 3: Improving Teacher Quality State Grants Non-Regulatory Guidance

Special Rule

F-29. **What is the meaning of Section 2132(c) (the "special rule") that states "no single participant in an eligible partnership may use more than 50 percent of the *Title II, Part A* funds made available to the partnership"?**

Section 2132(c) of the law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may "use" more than 50 percent of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

Example: <u>Correct </u>Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in the use of children's literature to teach social studies for 20 teachers. Jefferson University's grants office receives **100 percent** of the *Title II, Part A* funds for the partnership. The Grants Office gives:

- the College of Education **25 percent** of the funds to use to pay its faculty to deliver professional development in the use of children's literature in social studies classrooms for 20 teachers at Lincoln school district;

- the College of Arts and Sciences **25 percent** of the funds to use to pay its faculty to deliver professional development content knowledge in literature and social studies for 20 teachers at Lincoln School District;

- Lincoln School District **50 percent** of the funds to use to pay stipends for 20 teachers to participate in the summer professional development.

In this example no partner uses more that 50 percent of the funds for its own benefit.

Example: <u>Incorrect</u> Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln School District to provide professional development in instructional leadership for 20 teachers. Jefferson University's Grants Office receives **100 percent** of the *Title II, Part A* funds for the partnership. The Grants Office gives:

- the College of Education **20 percent** of the funds to use to pay its faculty to deliver professional development in the use of children's literature in social studies classrooms for 20 teachers at Lincoln School District;

- the College of Arts and Sciences **10 percent** of the funds to use to pay its faculty to deliver professional development content knowledge in literature and social studies for 20 teachers at Lincoln School District;

- a mentor teacher **10 percent** of the funds to work with the 20 Lincoln School District teachers, in their buildings, applying what they learned;

- Lincoln School District **60 percent** of the funds to pay stipends to the 20 teachers attending the summer professional development.

In this example, one partner uses more than 50 percent of the funds for its own benefit.

Appendix 4: Georgia's Improving Teacher Quality Grant Program
Proposal Scoring Instrument, 2016-17

1. <u>Demonstrated Need</u> – 10 points   Reviewer Score: _____
- There is evidence that proposed activities address documented, real needs of participants with an emphasis on participants from high-need Local Education Agencies (i.e., school systems).
- Needs assessment is based on student achievement data and/or teacher quality data that makes a compelling case for demonstrated need.
- If the project is a continuation, the proposal provides documentation of the success of recent activities.

Comments: _____
_____
_____
_____
_____

2. <u>Meaningful Partnership</u> – 5 points   Reviewer Score: _____
- There is evidence of active involvement of all required partners in planning, governance, and implementation.
- The partnership includes a high need Local Education Agency from the list above. Note: Project attendees include P-12 administrators and faculty (teachers, media specialists, paraprofessionals, instructional coaches, and guidance counselors).
- The partnership includes higher education faculty from the Arts and Sciences (content).
- The partnership includes a higher education faculty or administrators from teacher education.
- The planning process is clearly described and documented.
- Partner support letters describe the partner's contributions and commitment to the project's partnership through involvement in project planning and implementation of project activities.

Comments: _____
_____
_____
_____
_____

3. <u>Project Goals and Objectives</u> – 10 points   Reviewer Score: _____
- Goals and objectives are clearly identified and are linked to demonstrated needs.
- The objectives have potential to result in measurable improvement in teachers' content knowledge in their academic subjects, teaching practice, and their students' learning.
- Objectives and project activities are aligned with Common Core Georgia Performance Standards (CCGPS) or Georgia Performance Standards (GPS).

Comments: _____

_____

_____

_____

4. <u>Plan of Operation</u> – 15 points   **Reviewer Score:** _____
- There is evidence that proposed activities are scientifically-based, reflective of effective professional development, and will have a demonstrable applicability to teacher practice and student learning.
- Activities are appropriate to the needs of the intended participants and aligned with project goals.
- Recruitment/selection plan ensures participation by teachers from one or more high need Local Education Agencies.
- A schedule of activities, including a timeline, is presented and is reasonable for completing all activities.
- There is evidence of sustained contact involving multiple group meetings or project personnel visiting participants' classrooms following the initial workshop/course.

Comments: _____

_____

_____

_____

5. <u>Evaluation</u> – 10 points   **Reviewer Score:** _____
- The evaluation plan is clearly aligned to the proposed project goals.
- The evaluation plan includes measurable targets and adequately assesses achievement of project goals and effectiveness of activities.
- The evaluation plan describes means of assessing the project's impact on teachers' content knowledge, classroom practice, and, if appropriate, their students' learning.
- The plans for gathering data address the project's objectives and provide evidence of a carefully contemplated plan for assessing impact of the project.

Comments:

_____

_____

_____

_____

6. <u>Capacity</u> – 5 points   **Reviewer Score:** _____
- The role of each key faculty and support personnel member is clearly described.
- Key project personnel have appropriate credentials as evidenced in vitae or job narratives.
- The size of the project team and the amount of time devoted to the project is appropriate for the proposed activities.
- Facilities and equipment at the host institution needed to carry out the project are clearly described.

Comments: _____

_____
_____
_____

7. <u>Budget</u> – 5 points   **Reviewer Score: _____**
- Budget costs are reasonable, tied to specific project activities, and adequate for the project objectives and design.
- The budget narrative includes specific explanation and rationale for all budget line items.

Comments: _____

_____
_____
_____   _____

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

Total Score: _____ (out of 60 points)