State Council of
Higher Education for Virginia

REQUEST FOR PROPOSALS

Improving Teacher Quality State Grants (ITQ)
Title II, Part A
No Child Left Behind Act of 2001 (NCLB Act)

Grant Period: January 1, 2017 – July 31, 2018

Deadline for Proposals: November 4, 2016

State Council of Higher Education for Virginia
101 North Fourteenth Street
James Monroe Building, 9th Floor
Richmond, VA 23219-3684
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Improving Teacher Quality State Grants
Title II, Part A
No Child Left Behind Act of 2001 (NCLB Act)
Request for Proposals 2017-2018

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State Council of Higher Education for Virginia
Improving Teacher Quality State Grants, Title II, Part A
The No Child Left Behind Act of 2001
Request for Proposals

INTRODUCTION

Background

The No Child Left Behind Act of 2001 (NCLB) amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support schools' efforts to educate the nation's students. NCLB places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and require states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects such as English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography, are highly qualified. Reaching this goal will require more effective in-service training and professional development for teachers currently in the classroom.

Improving Teacher Quality State Grants (ITQ)

The purpose of the *Improving Teacher Quality State Grants*, Title II, Part A, is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Through this program, state educational agencies (SEAs) and local educational agencies (LEAs) receive funds on a formula basis, as does the State agency for higher education (SAHE). The SAHE provides competitive grants to partnerships comprised, at a minimum, a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals, schools of education and arts and sciences, along with one or more high-need LEAs (See pages 19-21 for list of High-Need School Divisions).

ITQ state grants provide agencies with the flexibility to use these funds creatively to address challenges to teacher quality. The concern may include teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

Eligibility

Eligibility is limited to principal partnerships comprised at a minimum of (1) a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need

Local Education Agency (LEA). Proposals must meet these criteria to be considered and the partnership eligibility requirement form must be completed.

Additional participants of an eligible partnership may also include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. Community Colleges that do not have a division that prepares teachers and principals are only eligible to participate as a non-member of any partnership. The State Council of Higher Education for Virginia encourages applications from institutions of higher education of all types (two-year and four-year; baccalaureate, comprehensive and doctoral-granting; public and private, etc.) and in all geographic regions of the Commonwealth (Northern Virginia, Tidewater, Accomack, Southside, Southwest, etc.), as well as from eligible nonprofit organizations. In order to widen participation in the No Child Left Behind, Title II, Part A program and to bring in new ideas and fresh approaches, applications are especially invited from collaborative partnerships across education levels and sectors.

Purpose

Consistent with the priorities and criteria it has announced for selection of grant recipients, the SAHE must make awards of *Improving Teacher Quality State Grants* funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

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

- Teachers and highly qualified paraprofessionals Highly qualified paraprofessionals are defined in section 2102(4) as "A paraprofessional who has not less than 2 years of - (A) experience in a classroom; and (B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers" (USED, Improving Teacher Quality State Grants Non-Regulatory Guidance, Title II, Part A Statue, Section 2102(4) (and, when appropriate, principals) have subject matter knowledge in academic subjects taught (including knowledge of how to use computers and other technology to enhance student learning); and
- Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects. (Instructional leadership training of principals that does not focus on core content areas is ineligible for funding).

b. Development and provision of assistance to LEAs and to their teachers, paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
   - Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;

- May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
- May include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

The intent of the federal legislation is to support sustained, intensive, high-quality projects likely to bring about lasting change that improves content knowledge and teaching skills in core academic areas. While most of the workshops and institutes supported by these grants will be held in the summer months, workshops can be held during the school year. However, workshops held in the summer months must have organized support for teachers continuing during the first months of classroom implementation.

The NCLB program will not support short-term professional development projects, curriculum development projects, or projects designed to assist teachers who are not currently in the classroom. Supported activities should equip teachers and principals with proper materials and management techniques, and should present opportunities for discussion and evaluation.

The federal law requires that, in order for an institution of higher education to be eligible for a grant, it must enter into an agreement with a local school division, or consortia of such divisions, to provide sustained, high-quality professional development for the elementary and secondary school teachers in the schools of that division. **Therefore, teacher participants and administrators from the schools to be served by the project must be involved in the planning of projects and the preparation of proposals, which must be aligned with assessment of the needs of the local school divisions**. Financial and programmatic participation by school divisions, private schools, other private organizations, and the sponsoring higher education institution or nonprofit organization is necessary and should be reflected in the proposed budget information.

The federal law also requires that each activity supported by the Title II, Part A grant involve the joint effort of the institution of higher education's school or department of education, if any, and the schools or departments in the specific disciplines in which such professional development will be provided. Therefore, faculty from academic departments of the core academic areas and from schools or departments of education must work together, where appropriate, in project development and implementation.

Year 2017-2018 Awards

Based upon the past NCLB award and contingent upon the availability of funding plus any carry forward from 2015-16, the anticipated total amount to be awarded for 2017-2018 is approximately $1.0 million. SCHEV will award approximately ten competitive grants. The maximum amount awarded will not exceed $250,000. The amount awarded will reflect a judgment about the project's potential to provide sustained, high-

quality professional development. Key considerations in evaluating amounts requested are institutional financial support and the relative cost effectiveness of the proposals submitted, in terms of the number of participants served, the cost per participant and priorities. The grants will be examined based on the quality of the proposals submitted, the collaboration among partners, scientific based research, measurable objectives and the proposed budget amounts.

Priorities for Funding

This year's competition will give considerable priority to professional development proposals that focus on middle school Mathematics, Science, English and other core academic areas that increase academic achievement and align with state educational initiatives. While applicants can submit proposals for any content area, we strongly recommend the submission of proposals for professional development activities that:

- promote Science, Technology, Engineering and Mathematics (STEM) instruction, or
- advance one of three priorities identified by the Virginia Department of Education (VDOE):
    - improve K-5 student comprehension of content area nonfiction reading and writing
    - develop and use project and problem-based instructional modules that promote cross-curricular teaching and learning to teams of middle and high school teachers
    - implement research-based strategies that support instruction for English language learners
      (See Appendix E for additional information on VDOE's education priorities.)

<u>Proposals must include the following elements:</u>

- Collaboration among colleges of education and colleges of arts/sciences;
- Local schools' needs assessments, including a copy of the needs assessment and explaining how the proposed project will address an identified need;
- Content focused on mathematics, science, foreign languages, English, reading or language arts, civics and government, economics, arts, history and geography;
- The targeting and inclusion of high-need schools among the consortium of school divisions participating in the proposal;
- Collaboration among schools and post-secondary institutions, including a letter of intent to collaborate from each school or division and each post-secondary institution;
- An evaluation component grounded in scientifically-based research on the project content, pedagogy, and delivery method; and
- A specific assurance to make public all products (e.g., example capstone curricular materials including student assignments, tasks, prompts, and research and project

ideas, assessment rubrics, performance exemplars, etc.) resulting from the project and in a format that can be posted to a Web site and used by Virginia school divisions and teachers.

In addition, priority will be given to projects that include one or more of the following elements:

- Substantive participation and "vertical teaming" of teachers and administrators and higher-education faculty in the pre-planning, implementation, and evaluation of the project for private and public schools;
- Collaboration/partnerships involving two or more institutions of higher education;
- Professional development for school and division administrators on the role of instructional leadership;
- Promote STEM instruction;
- Improve content areas in reading and writing, support college and career readiness skills; provide research-based strategies of instruction for English language learners
- Address the lowest performance subject areas in school or district**;**
- Mentoring component – Pairing college faculty or master teachers with classroom teachers;
- Development and/or dissemination of demonstrated models of success through partnerships with high-need schools;
- Follow-up sessions and classroom observations; and
- Focus on improving the percentage of highly-qualified teachers or those with provisional or conditional licenses.

SUBMISSION OF PROPOSALS

Institutions of higher education. Accredited public and private, two- and four-year colleges and universities which present written evidence of an agreement with a local school division, or consortia of such divisions, to provide professional development for the elementary and secondary school teachers in the schools of each such division are eligible to apply.

Nonprofit organizations. A nonprofit organization is eligible to apply if: (1) it is registered with the Commonwealth of Virginia as a not-for-profit corporation; (2) its main office is located in Virginia; (3) it provides proof of financial stability and of demonstrated effectiveness in providing professional development; and (4) it works in conjunction with a local school division, or consortia of such divisions, to provide professional development for the elementary and secondary school teachers in the schools of each such division.

Applications from both institutions of higher education and nonprofit organizations must identify faculty members or permanent staff members with a background and expertise in core academic areas, as project director or co-director and instructional staff.

Timetable

November 4, 2016	Deadline for receipt of proposals (5:00 p.m.)
December 21, 2016	Formal notification of grant awards
January 1, 2017 – July 31, 2018	Official funding period
September 30, 2018	Closing of books for 2017-18 grant awards

Procedures for Submitting Proposals

Applicants are required to use the format that follows. Proposals must be typed, double-spaced, one-sided, and 12-point type. All pages must be numbered and legible. The proposal narrative (Part Four) should not exceed ten (10) pages, excludes Parts One, Two, Three, Five, Appendices, Charts, Graphs, etc. , *Noncompliance with formatting stipulations will result in the proposal not being reviewed.*

One (1) unbound original with original signatures and four (4) bound copies of the complete proposal must be received on or before 5:00 p.m., Friday, November 4, 2016. An electronic copy of your proposal should be enclosed with your packet.

Proposals should be mailed to:

Ms. Darlene Derricott
No Child Left Behind Coordinator
State Council of Higher Education for Virginia (SCHEV)
James Monroe Building, 9th floor
101 North 14th Street
Richmond, Virginia 23219-3684

Hand-delivered submissions will be accepted until 5:00 p.m., at the Council's ninth-floor reception desk in the James Monroe Building. Facsimile copies will not be accepted. Proposals from ineligible applicants and incomplete proposals or late submissions will not be reviewed. Questions may be addressed to Ms. Darlene Derricott at 804-225-2621 or darlenederricott@schev.edu.

Procedures and Criteria for Reviewing Proposals

Proposals will be reviewed and rated by a selection committee comprised of individuals with financial expertise, with system-wide perspectives on K-16 education and those with knowledge and experience in the various subject areas covered.

A total of 100 points may be awarded to each proposal. The maximum possible points for each criterion are based on:

• identification of local need	20 points
• goal of the project	15 points
• description of project activities	15 points
• evaluation plan	20 points
• role of key project personnel	10 points
• adequacy of resources and cost effectiveness	20 points

Procedures for Making Awards

Final notifications of awards will be provided on or before December 21, 2016. Further information about grant administration, the funding cycle, and reporting requirements will be provided to project directors at a mandatory project directors' meeting (Location, date and time to be determined in 2017).

FORMAT FOR PROPOSALS

Each proposal must include the following five parts and three appendices:

Part One	Cover Page (with signatures)
Part Two	Project Abstract
Part Three	Project Director's Questionnaire
Part Four	Proposal Narrative
Part Five	Budget Forms
Appendix A	Statement of Assurances (with signatures)
Appendix B	Collaborating School Divisions (with signatures)
Appendix C	Key Project Personnel

In addition, nonprofit organizations must include an Addendum for Nonprofit Organizations, not to exceed an additional five (5) pages. This requirement applies to museums, libraries, educational organizations, etc., NOT to institutions of higher education.

At the end of this Request for Proposals is a set of forms for use in preparing a proposal. Each proposal must include all five parts and three appendices (plus the addendum, if needed) to be considered. Following are detailed instructions for preparing each part of the proposal:

Part One: Cover Page. Please fill in all requested information on the form provided as Part One of the proposal. If a question is not applicable to your situation, please write "N/A" in the box rather than leaving it blank. Project titles in box number one should be brief, no more than eight words. Please list the principal project director first in box number three; this will be the person to whom all official correspondence about the grant will be mailed (please list his or her mailing address in box number four). *The project director will be responsible for notifying the fiscal staff at his/her institution for budget and expenditures concerns or requests.* No more than three project directors may be listed on any one application. Project Directors should notify the coordinator of any personnel changes and provide the necessary information for updating our records.

In box seven, list the division codes for all collaborating local school divisions; a list of numerical codes for school divisions is included in this proposal. In box eight, line A, indicate the total amount to be funded by the NCLB grant. This should be the total amount you are requesting from SCHEV for your project.

Original signatures are required from the project director(s), the chief academic officer or (in the case of nonprofit organizations) the executive director, and the fiscal or grant administrator who would be responsible for the grant. (Please note that signatures from some of these same officers are required on the Statement of Assurances, which is Appendix A.) *Do not substitute the signature of the director of sponsored programs or any other administrator for that of the chief academic officer.*

Part Two: Project Abstract. Please fill in all requested information and furnish an abstract of the proposed project on the form provided as Part Two of the proposal. Abstracts should be a single paragraph of approximately 100 words, summarizing the project's goals, objectives, activities, target population(s), and expected number of participants. Please avoid highly specialized vocabulary and technical jargon; abstracts should be written so as to be understandable to a well educated lay audience.

Part Three: Project Director's Questionnaire. As Part Three of the proposal, a form is provided for project directors to fill out, with sufficient space provided for typical responses to each question. If a question is not applicable to your situation, please write "N/A" in the space provided rather than leaving it blank. Where there are as many as three project directors, or where answers require elaboration beyond the space provided, please attach an additional page and number it to correspond to the number of the question being answered.

Part Four: Proposal Narrative. (No form is provided for Part Four.) The narrative must include the following sections:

- *Identification of local need (20 points)* Identify and describe the specific need for enhancement of content knowledge and improvement in pedagogical skills of teachers and/or instructional leadership skills of principals in the proposed service area(s). Explain how the needs of the participating local school division(s) or school(s) were determined. Include the involvement of school teachers and administrators (include private schools) in the project planning, proposal preparation and program implementation. Include evidence of collaboration with one or more school divisions, if applicable. Describe and include a summary of the needs assessment method(s) and instrument (s) and systemic analysis of results. Applicants may want to use information such as student achievement data, information about numbers of teachers who lack full teacher licensure, assessments by administrators and mentor teachers who evaluate teacher and student performance, teacher self-evaluations, and information on achievement gaps from pre-service and past in-service training in the specific core academic subject. *Do not provide summaries of needs from national studies and reports; proposal authors and reviewers presumably are aware of these issues.*

- *Goal of the project* (15 points) Describe how the project will meet the criteria and purposes as set forth in this document. Provide a clearly stated list of the specific goals of the project and include measurable and achievable objectives.

- Description of project activities (15 points) Describe project activities and how they relate to achievement of the goals and objectives. Explain how the project plans align with the principles of good professional development. Details should be provided concerning the type of activities planned, the schedule and time allotment for those activities, and the responsible instructional staff. Include descriptions of follow-up activities, workshops and institutes that sustain the knowledge and skills of teachers and principals; evidence is sought that the project will foster professional development that is of high quality and of sufficient duration and intensity to have a positive, lasting effect on classroom instruction and student achievement. Include evidence of joint project development among the schools/college of arts and sciences and education, IHEs and/or NPOS with other entities.

  (A suggested format includes: (1) final project planning and participant recruitment efforts; (2) summer/fall workshop or institute; and (3) academic-year follow-up sessions for teacher participants focused on changes in classroom instruction reflective of the content of the summer workshop or institute.

  Identify any strategies to provide greater access to and participation in the core academic areas by students of varied backgrounds. Projects are encouraged to take into account the needs of diverse populations so that all students are able to achieve the state's content and student performance standards. Please describe the targeted schools or school divisions (For example, LEAs with low

student achievement or low performing schools with provisional and/or conditional licenses, etc).

Provide a recruitment plan for participating teachers and specify recruitment strategies to ensure participation of teachers from public and private schools, minority and female teachers, teachers of the underserved and underrepresented, and teachers from areas where there is a high concentration of low-income students and/or from sparsely populated areas. Identify strategies to include hard-to-reach participants, e.g., teachers who fear mathematics, science, or any of the other core academic areas. (Note that mailing brochures to principals is not an effective recruitment method; one-on-one interaction with potential participants is more effective.)

Finally, include a dissemination plan indicating how information about the project will be shared with other teachers within the participants' school(s), with other schools within the local school division(s), and among school divisions.

- *Evaluation plan (20 points)* Each proposal must have a formal evaluation plan that consists of two parts and must adequately measure achievement of goals and effectiveness of activities. First, a formal evaluation must be undertaken which is linked directly to the project's stated goals and objectives. This evaluation must be rigorous and comprehensive in its identification of outcomes and in its objective determination of the project's effectiveness in accomplishing its goals and objectives. Describe models, procedures, strategies, measures, and instruments that will be used to collect and analyze. Use of an external evaluator is encouraged, although allowable funds for this purpose will be limited to 5% of total award. A copy should be submitted to SCHEV with the final report. ***This RFP does not allow employees or graduate students of the participating institution(s) to serve as external evaluators.***

  Second, the evaluation plan must include a formal assessment of the project's impact on classroom instruction and student achievement in the school year following the project. In order to assist project directors in carrying out this part of the evaluation, a standardized survey of participating teachers has been developed which must be administered either at the last session of follow-up activities or during the following summer. Project directors will be required to collect and tally information from these surveys and to submit a written summary of the results as part of their final project report. Evaluation plans should also provide other effective ways of measuring the project's impact on classroom instruction and student achievement.

- *Role of key project personnel (10 points)* Include a management plan that describes the respective roles of each project director and other key personnel (including instructional staff) and identify who will carry out project activities and appropriate tasks that will ensure proper and efficient project administration. Specify the time commitment of each to this project and to other duties, in terms of percentage of time. Include a timetable for planning, project activities, follow-up activities, evaluation, reporting/dissemination. The project director's

presence and personal involvement in grant-supported activities is strongly encouraged. Also include any special qualifications or experience in providing professional development activities for teachers (especially information that does not appear on the one-page c.v.'s provided in Appendix C).

- *Adequacy of resources and cost effectiveness (20 points)* The final section of the Proposal Narrative must include a detailed budget narrative relating expenditures to program objectives and demonstrates cost effectiveness. Provide detail explanation/justification of line items that adequately support the proposed project. Include the institution's financial and other resources as well as commitments to support the project and all its activities – including the IHEs, NPOs, and collaborating organizations. *The narrative should also include a statement of allocation indicating that no single participant will use more than 50 percent of the funds.* **NCLB legislation specifies that 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.** In addition, each proposal must include the NCLB budget forms prepared in accordance with proposal guidelines.

  No grant will exceed $250,000.00. The amount awarded will reflect a judgment about the project's ability to provide sustained, high-quality professional development with limited resources. A key consideration in evaluating amounts requested will be the relative cost effectiveness of the proposals submitted, in terms of the number of participants served and the cost per participant. Relatively high expenditures for project staff, consultants, and evaluators, for example, will increase the overall cost per participant served and therefore will tend to make a proposal less competitive.

  Please be reminded that grant funds are intended to supplement, not supplant, existing funding sources. The provision of matching funds from institutions of higher education, nonprofit organizations, local school districts, and other public and private sources is strongly encouraged, and commitments of support for a project from such sources will strengthen a proposal's chance of being funded. The budget narrative should provide explanation concerning the source and extent of committed matching funds.

Part Five: Budget Forms. In addition to the budget narrative that was part of the proposal narrative (Part Four), all proposals must include budget information on the NCLB budget forms that constitute Part Five of the proposal. The budget should be developed with the advice and assistance of an appropriate fiscal officer of the institution(s) or NPO(s). Careful attention should be given to the following instructions and information.

1. *Direct costs*: These costs should be detailed to the major object level of expenditure. The object codes listed are for use by public institutions; private institutions and NPOs may use the same codes or analogous ones that they typically use. Examples of eligible items of expenditure (cost) and explanations of information required for itemizing the anticipated expenditures are listed below.

a. Personal Services and Employee Benefits (1100): Salaries and wages for employees and other full- or part-time staff of the project. Costs for staffing should reflect instructional and administrative salaries that are appropriate to the length of the training session. Entries should identify project staff positions; names of individuals; the base rate of pay per hour, day, week, month, or year; and the total amount or percent of their work time to be charged to the project. Replacement or release-time costs requested for the project faculty personnel should reflect what it would actually cost the institution to hire adjunct faculty. Salaries cannot be drawn at a higher rate than what the individual normally receives**. If an institution is requesting full compensation for the cost of tuition and fees for teacher participants, then the institution may not request the cost of replacement or release time for project faculty.** Institutions may request compensation for additional administrative duties performed by the project director. This grant does not pay tuition for graduate or undergraduate students involved in the project.

b. Contractual Services (1200) - Consultants: Fees for special professional services to the project by individuals or firms not involved as project staff (employees) of the institution(s) or NPO(s). Grants funds may not be used to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business. Entries should be by name and title of consultant, type and amount of consultant services to be provided. Special justification is required for consultant fees in excess of $250 per day. Travel expenses should be itemized under "Travel."

   Contractual Services (1200) - Travel: Transportation, lodging, meals, and other appropriate travel expenses of project staff and consultants should be budgeted in accordance with institutional policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed grant activities and must occur within the state.

c. Supplies and Materials (1300): Supplies, materials and services directly consumed in the course of the project. This category includes: office supplies; educational and laboratory materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication and photocopying services; and computer services. This program is prohibited specifically from buying electronic tablets, laptops, and full classroom sets of materials for participating teachers. School divisions are encouraged to provide materials needed for classroom implementation. All materials purchased are expected to become the property of the participating teachers, rather than being retained by the sponsoring institution, the school or nonprofit organization. Requests to establish resource centers for teachers at a college or university are strongly discouraged.

d. Transfer Payments (1400): These may include a modest stipend for teacher participants, tuition, and payment of substitutes so that teachers may attend workshops or classes. NCLB funds cannot be used to provide substitute teachers

for participants from private schools. The NCLB participant stipend is not to be used as an inducement to participate in proposed activities. The approved stipend rate is $100 per day. Each participating school division has NCLB funds available to support in-service programs like those funded by this program. *School division financial support is strongly encouraged and would show the district's commitment to implementing the proposed project*. Before including stipends, project personnel should work with cooperating schools or school divisions to determine standard practice and to determine if teacher participants can be supported by local funds.

e. Continuous Charges (1500): These charges may include rental of space (office and instructional) if strongly justified, as well as rental of specialized program equipment which is not otherwise available. **Capital equipment purchases are not allowed.**

2. *Indirect Costs*: For the NCLB Program, the Council of Higher Education allows institutions or NPOs to request indirect costs for recovery of up to eight percent (8%)), or actual rate if lower. For example, an institution or NPO requesting $35,000 to support project activities may add a line item for indirect costs of $2,800, making the total request $37,800.

3. *Matching Funds*: All support from the sponsoring institution of higher education or nonprofit organization, local school divisions, business and industry, organizations and agencies should be listed in the "Inst./NPO/Other" column.

4. *Cooperating Institutions and Organizations*: Institutions or organizations that cooperate in joint projects may submit individual budgets or a single combined budget. For single budget submissions the individual amounts budgeted for each cooperating institution or organization should be noted. Only one of the collaborating partners may be designated as the fiscal agent. Subcontracts to participating school divisions are not allowed.

APPENDICES

Appendix A: Statement of Assurances. A form is provided that gives assurances to the State Council of Higher Education that certain legal and financial requirements will be met by the applicant institution of higher education or nonprofit organization. For institutions of higher education, the chief academic officer must sign this form. For nonprofit organizations, the executive director of the organization must sign this form. (Please note that signatures from these same officials are also required on the cover page, Part One of the proposal.)

Appendix B: Collaborating School Divisions. (No form is provided for Appendix B.) If the applicant institution of higher education or nonprofit organization has a pre-existing agreement which is currently in effect with one or more local school divisions for providing professional development for teachers or teams of teachers (and appropriate school personnel) of that division, please provide a copy of the agreement/s (with signatures). If not, please provide letter/s of agreement (with signatures) with one or

more local school divisions indicating official support for the proposed project. (In cases where there are a large number of collaborating school divisions, applicants may obtain signatures from multiple school divisions on a single letter of support.)

Appendix C: Key Project Personnel. (No form is provided for Appendix C.) Please provide an up-to-date, one-page curriculum vitae for each project director and for other key project personnel, including principal instructional staff.

Addendum for Nonprofit Organizations. (Institutions of higher education should not complete this section.) Each proposal from a nonprofit organization must include an "Addendum," which requires specific documentation of: (a) the organization's legal status as a nonprofit corporation; (b) its financial stability; and (c) its past demonstrated effectiveness in providing professional development for core academic areas in Virginia. The total number of pages for the Addendum may not exceed five (5).

Appendix D: Glossary of Key Terms. Provides definitions, acronyms and abbreviations from the non-regulatory guidance printed by the Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education and the U.S. Department of Education.

Appendix E: Virginia Department of Education Initiatives – Summary of educational priorities.

PART ONE

COVER PAGE
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A
COMPETITIVE GRANT APPLICATION
GRANT PERIOD: JANUARY 1, 2017 – JULY 31, 2018

1. Project title (maximum eight words)
_____

2. Institution of higher ed. (or nonprofit organization) _____

Academic department _____

Address _____

City _____ State _____ Zip _____

3. Project Director(s): (please list principal project director first)

_____
Name Telephone (work) FAX (work) E-mail

_____
Name Telephone (work) FAX (work) E-mail

_____
Name Telephone (work) FAX (work) E-mail

4. Mailing address of principal project director (if different from above):

5. Core content area(s): _____
Grade level(s): _____
Other: _____
Number of participants: ____

6. Does this proposal constitute a continuation or expansion of a previously funded project?
Yes No

If yes, please give the year of the original grant(s):

7. List codes for all collaborating school divisions: (see following page)

8. Proposed funding:

A. NCLB Grant $_____

B. Institution of higher ed. or nonprofit org. $_____

C. Collaborating school districts $_____

D. Other $_____

Total: $_____

9. Fiscal or grant administrator responsible for grant:

Name _____

Signature _____

Title _____

Telephone _____

E-mail _____

Institution Federal ID# _____

Project Director: Signature_____ Date_____

Chief Academic Officer: Signature_____ Date_____

Executive Director: Signature_____ Date_____

DIVISION CODES

COUNTIES				CITIES	
ACCOMACK	001	KING & QUEEN	049	ALEXANDRIA	101
ALBEMARLE	002	KING WILLIAM	050	BEDFORD	140
ALLEGHANY HIGHLANDS	099	LANCASTER	051	BRISTOL	102
AMELIA	004	LEE	052	BUENA VISTA	103
AMHERST	005	LOUDOUN	053	CHARLOTTESVILLE	104
APPOMATTOX	006	LOUISA	054	CHESAPEAKE	136
ARLINGTON	007	LUNENBURG	055	COLONIAL HEIGHTS	106
AUGUSTA	008	MADISON	056	COVINGTON	107
BATH	009	MATHEWS	057	DANVILLE	108
BEDFORD	010	MECKLENBURG	058	FAIRFAX CITY	134
BLAND	011	MIDDLESEX	059	FALLS CHURCH	109
BOTETOURT	012	MONTGOMERY	060	FRANKLIN CITY	135
BRUNSWICK	013	NELSON	062	FREDERICKSBURG	110
BUCHANAN	014	NEW KENT	063	GALAX	111
BUCKINGHAM	015	NORTHAMPTON	065	HAMPTON	112
CAMPBELL	016	NORTHUMBERLAND	066	HARRISONBURG	113
CAROLINE	017	NOTTOWAY	067	HOPEWELL	114
CARROLL	018	ORANGE	068	LEXINGTON	137
CHARLES CITY	019	PAGE	069	LYNCHBURG	115
CHARLOTTE	020	PATRICK	070	MANASSAS CITY	143
CHESTERFIELD	021	PITTSYLVANIA	071	MANASSAS PARK	144
CLARKE	022	POWHATAN	072	MARTINSVILLE	116
CRAIG	023	PRINCE EDWARD	073	NEWPORT NEWS	117
CULPEPER	024	PRINCE GEORGE	074	NORFOLK	118
CUMBERLAND	025	PRINCE WILLIAM	075	NORTON	119
DICKENSON	026	PULASKI	077	PETERSBURG	120
DINWIDDIE	027	RAPPAHANNOCK	078	POQUOSON	142
ESSEX	028	RICHMOND	079	PORTSMOUTH	121
FAIRFAX	029	ROANOKE	080	RADFORD	122
FAUQUIER	030	ROCKBRIDGE	081	RICHMOND CITY	123
FLOYD	031	ROCKINGHAM	082	ROANOKE CITY	124
FLUVANNA	032	RUSSELL	083	SALEM	139
FRANKLIN	033	SCOTT	084	SOUTH BOSTON	133
FREDERICK	034	SHENANDOAH	085	STAUNTON	126
GILES	035	SMYTH	086	SUFFOLK	127
GLOUCESTER	036	SOUTHAMPTON	087	VIRGINIA BEACH	128
GOOCHLAND	037	SPOTSYLVANIA	088	WAYNESBORO	130
GRAYSON	038	STAFFORD	089	WILLIAMSBURG-JAMES CITY	131
GREENE	039	SURRY	090	WINCHESTER	132
GREENSVILLE	040	SUSSEX	091		
HALIFAX	041	TAZEWELL	092		
HANOVER	042	WARREN	093	**TOWNS**	
HENRICO	043	WASHINGTON	094		
HENRY	044	WESTMORELAND	095	COLONIAL BEACH	202
HIGHLAND	045	WISE	096	WEST POINT	207
ISLE OF WIGHT	046	WYTHE	097		
KING GEORGE	048	YORK	098		

High-Need School Divisions
Improving Teacher Quality State Grants, Title II, Part A
No Child Left Behind Act of 2001

To be eligible to receive funding, a partnership must be formed that includes, at a minimum (i) a private or state institution of higher education and the division of the institution that prepares teachers and principals; **and** (ii) a school of arts and sciences; **and** (iii) a high-need local education agency (LEA). (NCLB Title II, Part A, Subpart 3, Section 2131(1)). Additional school divisions or other educational entities may be included, but each partnership must include at least one designated high-need LEA.

According to the Title II, Part A, nonregulatory guidance, a high-need LEA is defined as one:

(A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**

(B) (i) 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**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

High-Need School Divisions 2016-2017 School Year
(Poverty and Highly Qualified Teachers) – Table 1

School Division	Superintendent's Region	Percent of Students Living in Poverty (according to the 2014 census tables)	Percent of Highly Qualified Teachers 2015-2016
State Average			98.59
Accomack County Public Schools	II	30.29	90.49
Appomattox County Public Schools	VIII	20.78	94.99
Bristol City Public Schools	VII	30.26	98.40
Brunswick County Public Schools	VIII	27.31	93.83
Carroll County Public Schools	VII	21.23	97.39
Charlotte County Public Schools	VIII	28.67	98.04
Colonial Beach Public Schools	III	22.60	89.68
Cumberland County Public Schools	VIII	26.55	95.91
Essex County Public Schools	III	23.56	98.10
Fairfax County Public Schools*	IV	8.31	97.61
Greensville County Public Schools	VIII	30.78	95.54
Halifax County Public Schools	VIII	23.42	98.58
Harrisonburg City Public Schools	V	22.81	97.38
Hopewell City Public Schools	I	30.03	98.09
Lancaster County Public Schools	III	25.39	92.91
Lunenburg County Public Schools	VIII	25.32	97.73
Martinsville City Public Schools	VI	35.76	98.14
Mecklenburg County Public Schools	VIII	29.58	98.06
Middlesex County Public Schools	III	24.05	94.93

School Division	Superintendent's Region	Percent of Students Living in Poverty (according to the 2014 census tables)	Percent of Highly Qualified Teachers 2015-2016
State Average			98.59
Northampton County Public Schools	II	32.32	96.87
Page County Public Schools	IV	21.45	97.85
Patrick County Public Schools	VI	28.01	98.36
Petersburg City Public Schools	I	40.64	91.11
Prince Edward County Public Schools	VIII	27.81	94.10
Richmond City Public Schools	I	39.70	94.44
Scott County Public Schools	VII	23.45	97.91
Smyth County Public Schools	VII	23.93	96.21
Southampton County Public Schools	II	20.14	88.46
Sussex County Public Schools	I	28.89	97.57
Westmoreland County Public Schools	III	27.58	92.36

Table 1 includes high-need school divisions meeting the poverty criteria in A(i) or A(ii) and teacher quality criterion B(i) by reporting a lower percentage of highly qualified teachers than the state average of 98.59 percent.

*Fairfax County satisfied poverty criterion A(i) and teacher quality criterion B(i) by serving more than 10,000 children from families with incomes below the poverty line and reporting a lower percentage of highly qualified teachers than the state average.

High-Need School Divisions 2016-2017 School Year
(Poverty and Teachers with Provisional Licenses) – Table 2

School Division	Superintendent's Region	Percent of Students Living in Poverty (according to the 2014 census tables)	Percent of Highly Qualified Teachers 2015-2016	Percent of Teachers with Provisional Licenses 2015-2016
State Average			98.59	4
Buchanan County Public Schools	VII	28.13	98.96	9
Buckingham County Public Schools	VIII	25.59	100	7
Charlottesville City Public Schools	V	24.88	99.27	6
Franklin City Public Schools	II	36.03	100	11
Franklin County Public Schools	VI	21.03	98.89	5
Fredericksburg City Public Schools	III	24.41	100	7
Grayson County Public Schools	VII	25.60	100	5
Hampton City Public Schools	II	21.02	99.70	5
Lee County Public Schools	VII	29.32	98.93	5
Lynchburg City Public Schools	V	29.77	99.69	8
Northumberland County Public Schools	III	27.96	100	9
Richmond County Public Schools	III	21.37	99.22	6
Staunton City Public Schools	V	23.40	100	6

Table 2 includes high-needs school divisions meeting the poverty criterion for A(i) or A(ii) and teacher quality criterion B(ii) by reporting a higher percentage of teachers with provisional licenses than the state average.

High-Need School Divisions 2016-2017 School Year
(Poverty and Special Education Conditional Licenses) – Table 3

School Division	Superintendent's Region	Percent of Students Living in Poverty (according to the 2014 census tables)	Percent of Highly Qualified Teachers 2015-2016	Percent of Special Education Teachers with Conditional Licenses 2015-2016
State Average			98.59	1
Dickenson County Public Schools	VII	24.53	100	2
Franklin County Public Schools	VI	21.03	98.89	2
Lee County Public Schools	VII	29.32	98.93	3
Portsmouth City Public Schools	II	28.24	99.18	2
Russell County Public Schools	VII	22.57	99.22	4
Tazewell County Public Schools	VII	21.74	99.82	2

Table 3 includes high-needs school divisions meeting the poverty criterion for A(i) or A(ii) and teacher quality criterion B(ii) by reporting a higher percentage of teachers with special education conditional licenses than the state average.

Partnership Eligibility Requirement

(This form must be completed)

Project Title:

Project Director:

Required Members (please list as indicated):

(1) a private or state institution of higher education (IHE) and the division of the institution that prepares teachers and principals

(2) a school of arts and sciences

(3) a high-need Local Education Agency (LEA). Refer to list of high-need school divisions.

Additional Members (if applicable):
(This list may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, etc.).

Partner:

Partner:

Partner:

Partner:

Additional Partners (continued)

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

Partner:

PART TWO

PROJECT ABSTRACT
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

INSTITUTION OF HIGHER ED. / NONPROFIT ORGANIZATION: _____

PROJECT DIRECTOR(S): _____

_____

_____

PROJECT TITLE: _____

PRIORITY AREA(S): (Check applicable boxes)

__ Substantive participation and "vertical teaming" of teachers and administrators and higher education faculty
__ Collaboration/partnerships involving one or more IHE's
__ Professional development for school/division administrators on role of instructional leadership
__ Focusing on STEM instruction
__ Focusing on reading and writing instruction, supporting college and career readiness and instruction to English language learners
__ Addressing lowest performance subject areas in school or district
__ Mentoring component – Pairing college faculty or master teachers with classroom teachers
__ Development and/or demonstrated models of success through partnerships with high-need schools
__ Follow-up sessions and classroom observations
__ Improving the percentage of highly-qualified teachers or those with provisional or conditional licenses

GRADE LEVEL(S): ◯ K-5 ◯ 6-8 ◯ 9-12 ◯ Other Specify_____

PROJECT FORMAT: (Check applicable boxes)

__ Summer workshop(s) with follow-up activities
__ Workshops or other activities during school year

PROJECT SERVICE REGION(S):_____

INSTRUCTIONAL TIME FRAME (actual dates of instruction): From _____ To _____

NUMBER OF CREDIT HOURS PER PARTICIPANT: Graduate___ Undergraduate___ CEU___ None___

NUMBER OF CONTACT HOURS PER PARTICIPANT_____

ABSTRACT: In a paragraph of approximately 100 words, please summarize the project's goals, objectives, activities, target population(s) and expected number of participants.

PART THREE

PROJECT DIRECTOR'S QUESTIONNAIRE
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

1. (a) Have any of the project directors for this proposal had previous grants through the State Council of Higher Education for Virginia?
   ◯ Yes
   ◯ No

   (b) If yes, please give the following information:

      (i) The name of the project director/s and the year of the grant/s:

      (ii) For each grant, the amount of the original award and the total amount expended:

      (iii) For each grant, the number of participants projected and the number who participated:

   (c) If yes, provide a brief description of the results of the evaluation of each grant. Evidence of improvement in classroom instruction or student achievement would be most significant.

2. For each project director, please list any other grants or other significant obligations (summer school teaching, consultancies, book contracts, etc.) during the period of proposed grant activity. Please describe how the project director's time will be allocated between the NCLB project and these other obligations.

3. (a) If the applicant is an institution of higher education, does it have a school or department of education?
   ◯ Yes
   ◯ No

   (b) If yes, describe the joint efforts that were involved in preparing this proposal and planning project activities between the school or department of education and a core academic area department at the institution. (Please identify participants by name and title at the institution.)

4. (a) Does the applicant institution of higher education or nonprofit organization have a pre-existing agreement with one or more local school districts for providing professional development for teachers or teams of teachers (and appropriate school personnel) of that district?
   ◯ Yes
   ◯ No

   (b) If yes, in the space below give the name or division code of each such local school division and provide documentation of the agreement/s (with signatures) in Appendix B of the proposal. If no, in the space below give the name or division code of one or more local school divisions that have provided a letter of agreement indicating official support of proposed project activities and provide the letter/s (with signatures) in Appendix B of the proposal.

5. Describe the participation of teachers and/or administrators of the local school division(s) named in question 4 in preparing this proposal and planning proposed project activities. LEAs must consult with private school officials during the design, development, and implementation of the professional development program to ensure equitable participation. Title IX, Section 9501 of ESEA requires that Title II, Part A services for professional development that are provided to private school teachers and other educational personnel be equitable in comparison to those provided to public school teachers. (Please identify participants by name and title within the school system.)

6. Describe any other involvements with K-12 schools any project director has had in the last five years (e.g., supervising student teachers, teaching on-site courses, judging nominations, etc.).

PART FIVE

2017-2018 BUDGET FORM
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

Institution/NPO: _____

Project Director(s): _____

A. Personal Services and Employee Benefits (1100)

Narrative Page	Personnel Name	Project Role (e.g. Dir.)	% FTE ADMIN Or Adjunct Replacement Involved	Replacement Rate Formula: (% FTE x Administrative Salary) Or (Courses x Adjunct Replacement)	SOURCE OF FUNDS		Total Cost
					NCLB	Inst./NPO/Other	

B. Contractual Services: Consultants and Travel (1200)

Narrative Page	Personnel Name	Project Role (e.g. Dir.)	Rate of Payment Formula Reimbursement x Days Or Travel Expense Items	SOURCE OF FUNDS		Total Cost
				NCLB	Inst./NPO/Other	

PART FIVE (continued)

2017-2018 BUDGET FORM
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

Institution/NPO: _____

Project Director(s): _____

C. Supplies and Materials (1300)
Office Supplies, Educational Materials, Communications, Printing, Publications, Photocopying, and Computer Services.

Narrative Page	Expenditure Description	Specifics, if any	SOURCE OF FUNDS		Total Cost
			NCLB	Inst./NPO/Other	

D. Transfer Payments for Participants or Substitutes (1400)

Narrative Page	Personnel Name	Project Role (e.g. Dir.)	Total Amount or Percent of Time Used	Rate of Payment Formula	SOURCE OF FUNDS		Total Cost
					NCLB	Inst./NPO/Other	

PART FIVE (continued)

2017-2018 BUDGET FORM
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

Institution/NPO: _____

Project Director(s): _____

F. Continuous Charges (1500)

Narrative Page	Expenditure Description	Specifics, if any	SOURCE OF FUNDS		Total Cost
			NCLB	Inst./NPO/Other	

G. Indirect Cost Recovery

Narrative Page	Expenditure Description	Specifics, if any	SOURCE OF FUNDS		Total Cost
			NCLB	Inst./NPO/Other	

PART FIVE (continued)

2017-2018 BUDGET FORM
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Improving Teacher Quality State Grants, Title II, Part A

Institution/NPO: _____

Project Director (s): _____

	NCLB Funds	Institution/NPO/Other Funds
A. Personal Services and Benefits	$	$
B. Contractual Services	$	$
C. Supplies and Materials	$	$
D. Transfer Payments	$	$
E. Continuous Charges	$	$
Total Direct Cost (A-E)	$	$
F. Indirect Costs (8% x Total A-E)	$	$
TOTAL	$	$

Partnerships (please list all partners and note percentage of funds to be allocated. This applies to the special rule where no partner can benefit from more than 50 percent of the funds (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).

_____ _____
Partner **(Percentage of funds)**

_____ _____
Partner **(Percentage of funds)**

_____ _____
Partner **Percentage of funds)**

_____ _____
Partner **(Percentage of funds)**

Total funds **100%**

APPENDIX A

State Council of Higher Education for Virginia
Improving Teacher Quality State Grants, Title II, Part A

STATEMENT OF ASSURANCES

The applicant hereby provides assurance to the State Council of Higher Education for Virginia (SCHEV) that if a grant is received under the terms of the **Improving Teacher Quality State Grant, Title II, Part A**, it will:

Comply with audit and administrative procedures of the State Council of Higher Education and all regulations, policies, and requirements, including Public Law 107-110; Education Department General Administrative Regulations (EDGAR) and the Federal Office of Management and Budget's Uniform Grant Guidance which supersedes requirements from OMB Circulars A-21, A-87, A-110, and A-122 (which have been placed in 2 C.F.R. Parts 220, 225, 215, and 230); Circulars A-89, A-102, A-133 and the guidance in Circular A-50 on Single Audit Act follow-up.

Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (sex) and the Age Discrimination Act of 1975 (age);

Retain all records for a period of five years and give the Council for Higher Education, the Federal sponsoring agency or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant;

Comply with all provisions of the Title II, Improving Teacher Quality State Grants, Part A and make public all products (e.g., example capstone curricular materials including student assignments, tasks, prompts, and research and project ideas, assessment rubrics, performance exemplars, etc.) resulting from the project and in a format that can be posted to a Web site and used by Virginia school divisions and teachers.

Seek to provide greater access to all core academic disciplines to historically underrepresented and underserved groups;

Enter into agreement for professional development with school(s), school district or consortium of school districts or nonpublic schools in the area of proposed grant activity; and

Ensure equitable participation of personnel from nonpublic (private) schools to the extent feasible.

(To be signed by chief academic officer of institution of higher education or by executive director of nonprofit organization)

_____
Institution/Organization

_____
Name (Typed)

_____
Title (Typed)

_____
Signature

_____
Date

APPENDIX D

Glossary of Key Terms

Definitions, Acronyms, and Abbreviations

AYP: Adequate Yearly Progress

ARTS AND SCIENCES: (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 [Section 2102(1)].

CFR: Code of Federal Regulations

CHARTER SCHOOL: The term "charter school" means its the purpose of eligibility under the Federal Charter Schools program, a public school that:

1. 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 the paragraph of the statute that defines "charter schools";

2. 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;

3. 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;

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

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

6. Does not charge tuition;

7. 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;

8. 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;

9. 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 the Charter Schools program;

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

11. Operates in accordance with State law; and

12. 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 [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 [Section 9101(11)].

THE DEPARTMENT: U.S. Department of Education

EDGAR: Education Department General Administrative Regulations

EISENHOWER PROGRAM: Eisenhower Professional Development Program

ESEA: Elementary and Secondary Education Act of 1965, as amended

ELIGIBLE PARTNERSHIP: This term includes a private or State institution of higher education and the division of the institution 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 [Section 2131].

ESL: English as a Second Language

FERPA: Family Educational Rights and Privacy Act

FY: Fiscal Year

HIGH-NEED 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 [Section 2102(3)].

HEA: Higher Education Act

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 [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:

    a. 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

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

2. When the term "highly qualified teacher" is used with respect to:

    a. 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

b. 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.

3. 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:

a. Has met the applicable standard requirements, which includes an option for a test; **or**

b. 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 [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."

HIGH QUALITY PROFESSIONAL DEVELOPMENT: See the definition for "professional development."

IHE: Institution of Higher Education

LEA: Local educational agency

LOW-PERFORMING SCHOOL: The term "low-performing school" means an elementary school or secondary school that is identified under Section 1116 of ESEA.

MODIFIED TOTAL DIRECT COST (MTDC): MTDC means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

NCLB: The *No Child Left Behind* Act of 2001

OMB: Office of Management and Budget

OUT-OF-FIELD TEACHER: A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [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 [Section 2102(6)].

PROFESSIONAL DEVELOPMENT: [Section 9101(34)] The term "professional development":

1. Includes activities that:

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

    b. Are an integral part of broad schoolwide and districtwide educational improvement plans;

    c. 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;

    d. Improve classroom management skills;

    e. 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;

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

    g. Advance teacher understanding of effective instructional strategies that are:

        i) Based on scientifically based research (except that this subclause 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

    h. 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 subclause (a) [except that this subclause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3)(B)];

    i. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

j. 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;

k. 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;

l. 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;

m. Provide instruction in methods of teaching children with special needs;

n. Include instruction in the use of data and assessments to inform and instruct classroom practice; and

o. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

2. May include activities that:

a. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

b. 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

c. 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 [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)].

RFP: Request for Proposal

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--

a. Employs systematic, empirical methods that draw on observation or experiment;

b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

c. 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;

d. 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;

e. 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

f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [Section 9101(37)].

SECRETARY: Secretary of Education, U.S. Department of Education

SAHE: State agency for higher education

SEA: State educational agency

STATUTE: The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the *No Child Left Behind Act of 2001*

Reference: *Improving teacher quality state grants, Title II, Part A*, (January 2004).
Non-Regulatory Guidance printed by Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

APPENDIX E

Virginia Department of Education Priorities

High priority will be given to the Commonwealth's ongoing emphasis on excellence in reading, writing, and oral language instruction. The three priorities will center on: 1) improving K-5 content area nonfiction reading and writing; 2) enhancing the college and career readiness skills in argumentation, persuasive writing, and research; and 3) implementing research-based strategies that support instruction for English Learners (ELs). Successful proposals in the three priority areas must provide a specific assurance to make public all products resulting from the projects in a format that can be posted to a Web site and used freely by Virginia school divisions and teachers.

- **Priority One: K-5 Content Area Nonfiction Reading and Writing**

This priority continues Virginia's effort to support students' understanding of information text through reading, writing, and vocabulary instruction. Priority will be given to proposals that provide high-quality teacher professional development that helps young students improve their comprehension of nonfiction text from the areas of history and social science, science, and other subjects from the elementary curriculum. The professional development must provide teachers with strategies to help students:

- identify and use key features of text (e.g., titles, headings, graphics, charts, bold print, etc.) that reinforce content learning;
- use structural, syntactic, and semantic clues to learn and apply new vocabulary;
- link new vocabulary with background knowledge in the content areas;
- recognize and use words signaling causation, effect, position, time, and sequence;
- use pre-reading strategies to activate learning in the content area;
- employ a variety of content linked comprehension strategies including the use of grade appropriate graphic organizers, investigation and inquiry technique, simulations, modeling, tools, artifacts, and primary sources;
- apply post-reading strategies to summarize and communicate information;
- use reading, writing, research, and presentation skills to find and share information; and
- use language to integrate and model connections among content areas.

- **Priority Two: Middle and High School Cross-curricular Project and Problem-based Learning Modules**

The second priority continues to support Virginia's college and career readiness initiative by focusing on critical postsecondary skills including:

- nonfiction reading;
- analysis of primary sources;
- persuasive and argumentative writing; and
- research.

Proposals should provide high-quality professional development for school teams of middle and high school teachers, including English, mathematics, science, history and social science, or other secondary instructional areas, to develop and use project- and problem-based instructional modules that promote cross-curricular teaching and learning. Modules should include common nonfiction reading assignments, use of primary sources, and persuasive and/or argumentative essays supported by research. Priority will be given to proposals that provide high-quality teacher professional development and resultant instructional modules that help students:

- collaborate on real-world problems or projects;
- gather and organize evidence to support a position;

- research and evaluate the relevance and quality of evidence used to support a claim;
- analyze and identify false premises in arguments and evaluate their role in the argument;
- effectively address counterclaims; and
- present evidence clearly and convincingly.

Additionally, the professional development should provide teachers with structured opportunities to develop, share, critique, and refine models of cross-curricular problem and project-based modules that will include:

- driving questions;
- research articles;
- use of instructional technology;
- lists of major products to be produced;
- writing assignments;
- rubrics;
- formative assessments;
- community resources; and
- other possible resources to serve as examples of problem and project-based modules.

- **Priority Three: Research-Based Strategies that Support Instruction for English Language Learners (ELLs)**

The third priority focuses on Virginia's support of ongoing professional development to provide research-based strategies that support instruction for English learners (ELs). Over the past years, the EL population in Virginia has grown substantially in certain divisions, currently comprising almost eight percent of the overall student population at the state level. The majority of all teachers have ELs in their classrooms. Virginia has delivered ongoing professional development to provide teachers awareness of the impact of this subgroup on statewide Standards of Learning (SOL) and ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessments, as well as continued support for the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards. In addition to the trainings offered by the state, teachers have expressed a need for training that specifically addresses research-based strategies that would support instruction to ELs.

Priority will be given to proposals that provide high-quality teacher professional development and resultant instructional modules based upon research-based strategies that support instruction for ELs at various WIDA proficiency levels in meeting the Commonwealth's ongoing emphasis on excellence in reading, writing, and oral language instruction across all grade levels and instructional areas.