



# Improving Teacher Quality (ITQ) State Grants

**NCLB Title IIA Partnership Grant Program**

Technical Assistance Workshop

August 22, 2014



# Enabling Federal Legislation

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965

Title II focuses on teacher quality

# Formula Funding



## NCLB, Title II, Part A

### **Approximately \$33 million for Maryland**

- 95% to LEAs
- 2.5% of 99% to MSDE for statewide activities
- 2.5% of 99% MHEC for ITQ sub-grants
- 1% to MSDE and MHEC for administrative cost
- Elementary and Secondary Education Act Reauthorization is still pending, so future funding remains uncertain...



## MHEC ITQ Grants

- Title II focuses on teacher quality, including recruitment
- Title II, Part A (Improving Teacher Quality State Grants), Subpart 3 focuses on **teacher professional development**

\* *Note: MHEC ITQ grants are not for teacher employment recruiting*



## MHEC ITQ Grants

- Total funds available - approximately \$900,000
- Award ranges
  - Up to \$150,000
  - Grant period - **16** months
  - Smaller grants available for projects focusing on one or two schools
  - No cost extension will be available . . .

# Federally Defined Program

## Goal



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**Increasing the number of highly qualified teachers in high need LEAs which in turn leads to improved student achievement**

- Highly qualified teacher = state certification, teaching in field, teaching in grade
- High need LEAs serve  $\geq 10,000$  families and children in poverty or  $\geq 20\%$  children served meet poverty definition AND a percentage of teachers are teaching out-of-field or with provisional certification



# Eligible Participants & Academic Content Areas

## Eligible Participants

- Teachers, **Principals, Assistant Principals** and HIGHLY qualified paraprofessionals

## Academic Content in **federally defined CORE subjects**

- arts, civics or government, economics, English, foreign language, geography, history, reading or language arts, mathematics, science

# Focus of Project Activities



- Intensive sustained professional development – required **90 contact hours**
- Includes at least 10% of contact hours in ***follow up***
- ***Content*** delivery in core academic areas
- ***Linking content*** delivery to challenging ***academic standards*** for students – Maryland’s Common Core & PARCC assessments
- ***Classroom*** focused
- ***Instructional leadership*** to improve student learning



# Focus of Project Activities



## **Common Core Standards in Math & Language Arts**

### **Math Standards**

- Earlier introduction to Algebra I and II, data analysis, statistics and applied math concepts
- Many middle school math teachers do not hold math certification

### **Language Arts Standards**

- Content literacy across all disciplines
- Reading and writing in domain specific categories (e.g. science, social studies)

### **Professional Development Needs**

- Common Core State Standards (CCSS) will be fully implemented the 2014-2015 academic year – new assessments
- ITQ applications supporting common core standards are strongly encouraged!



## Three REQUIRED Partners

1. High-need LEA (as defined by NCLB)
2. School of Arts & Sciences (offers baccalaureate majors in content areas)
3. School or division that prepares teachers and/or principals



## High Need LEA

Based on recent Census Bureau poverty data, not local data, and on teacher information from MSDE

### **2015 ITQ High Need LEAS**

Baltimore City  
Baltimore County  
Caroline County  
Dorchester County  
Prince George's County  
Wicomico County



# Arts and Sciences Partner

- Public or private institutions that grant baccalaureate degrees in the core academic content areas
- Can be a lead partner & fiscal agent
- Can be part of the same institution as the teacher prep program partner

# Teacher Preparation Program/Division Partner



- Public or private two- or four-year institutions that prepare teachers (e.g. A.A.T or B.A. or B.S.)
- Can be a lead partner & fiscal agent
- Can be part of the same institution as the Arts and Sciences partner



# Community Colleges

- Can be a lead partner & fiscal agent
- Can also be one of the 3 required partners . . . *if it prepares teachers*
- *Cannot* be the Arts & Sciences partner under this title of NCLB



## Other Partners

- Additional LEAs or colleges
- Charter schools
- Educational non-profit organizations
- Private schools
  - *Private schools with relevant needs should be offered the chance to participate!  
(Check with the participating LEA as to how they are included in federally funded projects)*



# Awarding Timeline

August 13, 2014 RFP issued

August 22, 2014 Technical Assistance Webinar

October 6, 2014 Proposals due to MHEC 4:00 pm

November 24, 2014 Notification of grant awards

November 24, 2014 FFATA information due

Late December 2014 First payment issued





## Grant Timeline

November 24, 2014 Funded grants may begin projects

November 24, 2014 Required FFTA sub-grantee award report information due

July 31, 2015 Interim reports due - 2<sup>nd</sup> payment made after interim report approved

March 31, 2016 Grant Project Ends

June 30, 2016 Final narrative & budget reports due and return of unspent funds



# Payment Schedule

50% December 2014/January 2015

50% August/September 2015

(after interim report is accepted by MHEC)



# Characteristics of Winning Projects

# Intensive Professional Development



- Must provide at least **90** contact hours to participants in target audience
- Must provide follow-up activities - at least 10% of total contact hours
- Effective follow up is structured to determine if and how the professional development has instructional impact



# Priorities

- **Serve professional and paraprofessional staff from**
    - Low-performing schools in high need LEAs &
    - High need schools in non high need LEAs
  - **Help conditionally certified/provisional teachers gain certification**
  - **Help teachers gain certification in “out of field” teaching assignments**
  - **Support implementation of the Common Core Standards in Math, Language Arts & New Science**
-



# Scientific Basis

- Bases professional development activities **on current research** on teaching, learning and student achievement
- Identifies and uses **best practices** in teaching and learning
- Use and include your own **data** from previous projects or peer reviewed research to support the effectiveness of the proposed project
- Include a research bibliography in the appendix



# Cooperative Planning

- **Imperative to contact the LEA early in the process.**
- Each partner must be involved in project planning & prepared to support activities.
- Ongoing communication between all partners over the life of the project strongly recommended
- The Maryland Professional Development Planning Guide may be a useful tool
- Partner responsibilities should be clear and appear on the cooperative agreement form

# Recruiting & Retaining Participants



- Important element of cooperative planning
- Key to your impact
- Takes planning and time, more time, more planning, and then some more time!
- To date, biggest obstacle ITQ grants encounter – recruitment & retention
- Have a waiting list!!!



# Preparing your Proposal



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http://www.mhec.state.md.us/Grants/index.asp MSN.com Office of Outreach a...

Worcester County QuickFa... best practice to prepare l... What works in 2011 to enc... Office of Chief of Staff - O... Bing Search Engine CNN News

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- > [New Programs Under Review](#)
- > [Academic Programs](#)
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## Higher Education in Maryland


### Office of Outreach and Grants Management

The Commission administers a number of educational grant programs funded by State general funds, special funds, and federal funds. The Office of Outreach and Grants Management issues requests for applications (RFAs) for grant projects and develops programs to implement the plan for postsecondary education in Maryland. The programs are designed to address the State's economic and workforce development needs, campus reform initiatives, student preparation for postsecondary education, faculty and student diversity goals, and teacher professional development objectives. View Office of Outreach and Grants Management [staff contact information](#).

For RFAs and additional information, see individual programs:

- [College Preparation Intervention Program \(CPIP\)](#)
- [Developmental Math Course Redesign Grant Program](#)
- [Health Personnel Shortage Incentive Grant](#)
- [Improving Teacher Quality State Grant](#)
- [Maryland College Access Challenge Grant Program](#)
- [Nurse Support Program II](#)
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# Begin with Fit & Focus



- Read the RFP from cover to cover.  
[www.mhec.state.md.us/grants/itq/itq.asp](http://www.mhec.state.md.us/grants/itq/itq.asp)
- Is your project a good fit for the specifics of THIS grant program?
- Does your project have a clearly articulated focus?
- Does it address the RFP requirements and priorities?



# Proposal Preparation

## General Format Requirements *(Follow RFP outline)*

- Typed Arial, Calibri or similar 12 Point Font
- 8 ½ by 11-inch Pages, Numbered, One-inch Margins
- **15 page max.** length for application narrative
  - Not included in this page count: résumés, budget docs., cover, abstract, assurances, agreements
- Budget Summaries **must be in excel** format
- 4 copies and one original of application
- **Electronic submission**



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# Proposal Format

## Proposal Format and Requirements

- 1. Cover Sheet\*
- 2. Abstract\*
- 3. Table of Contents
- 4. Proposal Narrative
- 5. Budget\* (Summary & Narrative)
- 6. Assurances\*
- 7. Cooperative Planning Agreement\*
- 8. Project Staff Résumé or CV

*\*Use forms provided in the RFP (Appendix C)*

# Extent of Need (15 points)



- Define the need(s) using **local data** – specific to the high need LEA
- Describe how the need(s) is determined
- Show cooperation among project partners in identifying and planning how to address need(s)
- Explain how the activities proposed address the need(s)



## Extent of Need—Alignment

- Does your application align with the professional development plans of the LEA (master plans, common core standards implementations plan)?
- Does your project fit well with the school improvement plans of the schools you serve?
- Do project activities align with Maryland content standards and common core standards in Math and Language Arts?



# Goals & Objectives (10 pts)



**Goals** are ***broad, overarching*** statements that ***guide*** the project. Each goal should address a problem in the needs assessment

**Objectives** are the ***steps*** taken ***to reach the goal.***

- Objectives are the short-term outcomes that break goals into smaller time periods (quarterly, annual, etc.)
- Objectives are measurable targets

# Goals & Objectives (10 pts)



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- Clearly link to needs assessment and alignment issues
- Identifies what will be achieved
  - by whom
  - for what purpose
  - with what projected results
- Reference baseline data
- Uses the **SMART** approach to objective setting



# SMART Objectives

## **S**pecific

(who, what, how, with what result)

## **M**easurable

(baseline & results - quantitative and/or qualitative data)

## **A**chievable

(doable within time and resource limits)

## **R**ealistic

(RFP fit & focus, LEA needs)

## **T**ime-Bound

(specified deadline, defined timeline)



# Management Plan (15 points)



- Demonstrates objectives can be achieved within time and budget constraints
- Clear delineation of all partner and key staff roles
  - Who is responsible for what when? (Chart it!)
- Project staff availability & expertise
  - % effort for academic year work
  - sufficient time for commitment
  - CV for key staff (in appendix)

# Management Plan (15 points)



- **Strong recruitment and retention plans** for target audience with **LEA assistance**
- Work plan for management actions (meetings, activities, data collection, etc.)
- Activities and staffing reflected in the budget
- Use graphic organizers and charts provided

# Plan of Operation (25 points)



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## **Describes instructional activities that lead to goal & objective accomplishment**

- Provides participant demographics and participation information
  - Target & secondary service groups determined by needs assessment
  - Estimated *Participant Contact Hours by School Level* chart required
- Includes description of activities
  - Why, how, when, where, by whom, for whom
  - Timeline – table of narrative format

# Plan of Operation- Project Activities



- Connect project activities to outcomes and needs assessment
- Address the relationship to student achievement to the degree possible
- Discuss alignment between PD and actual classroom content
- Demonstrate quality, content-focused PD for at least 90 contact hours inclusive of a structured follow-up



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## Sample of Participant Contact Hours by School Level (required)

### G, U, C, O Types of Credits

Type of Participants	Elementary			Middle			High			Total Participants
	#	Contact Hrs. Per Participant	Credits Earned (by # & Type)	#	Contact Hrs. Per Participant	Credits Earned: # and Type	#	Contact Hrs. Per Participant	Credits Earned by # & Type	
Principals				5	50	1 C				5
In-service teachers:										
Out-of-field Provisional/ Conditional Certification	6	45		53	100	9 G				59
Other:										
Highly qualified Paraprofessionals				10	70	3 U				10
Other: _____										
<b>Total Participants by School Level (Elem, MS, HS)</b>	<b>6</b>			<b>68</b>			<b>0</b>			<b>74</b>





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# Sample Activities Timeline Table

<b>Date Range</b>	<b>Key Personnel Involved</b>	<b>Activity Description</b>	<b>Estimated # Participants (if applicable)</b>	<b>Estimated # Contact Hrs. (if applicable)</b>
<b>1/14/15-bi-monthly, monthly thereafter</b>	Project Director, LEA Math Coordinator,	Planning meetings with LEA Math Coordinator, Master Teachers, Project Director, Math Instructor, and Evaluator	n/a	n/a
<b>1/14/-6/15/15</b>	LEA Math Coordinator, Proj. Director	principal meetings, participant recruiting	n/a	n/a
<b>6/18/15</b>	Proj. Director, Instructional Staff	participant orientation	20	5
<b>6/20-7/20/2015</b>	Math Instructor	Intensive Algebra Content course	20	60
<b>9/1-12/20/15 and 3/15-4/30/16</b>	Proj. Dir, Math Coordinator, 3 Math Specialists	On-site teacher mentoring in groups and/or one-on-one	20	10
<b>Beginning 3/15/15</b>	Curr.& Inst., Instructor	3 Instructional Methods in High School Math workshops	20	15
<b>Ongoing</b>	Evaluator	Data collection	n/a	n/a
<b>1/14/15-4/30/16</b>	<b>Evaluator, Proj. Director</b>	<b>Analysis and evaluation Report</b>	n/a	n/a

# Evaluation Plan (20 points)



- Integral to the project; not just after-the-fact
- Both formative and summative assessments
- Pre/Post testing for participants
- **Assess student impact**
- Not be unduly costly
- May or may not have an external evaluator

# Evaluation Plan cont.



- Make it clear to reviewers how the baseline was identified
- Make it clear how and when data will be collected (Match project objectives)
- Cooperative planning a must here! How can the evaluation be useful to partners? Sharing?
- Include evaluation results in the final project report and online survey



## Evaluation Plan cont.

### **ITQ Evaluation Survey**

The survey questions are organized into three categorical areas:

Area 1: Changes in Teacher Content Knowledge

Area 2: Changes in Teacher Pedagogical Knowledge and/or Changes in Teacher Practice

Area 3: Changes in Student Learning Outcomes

## Budget (15 points)



- Supplement, not supplant, other funds
- Accurate! Must use the excel chart provided
- Align with management and operations plans (if there is an activity – how is it paid for?)
- Federal guidelines: costs must be necessary to project activities, reasonable, & allocable – **NO FOOD or CONFERENCES**
- In-kind support, match, & supplements from other grants to be noted in budget summary & narrative
- Keep administrative costs down



# Budget Narrative

- Every item in summary should have corresponding entry in the budget narrative
- Budget table amounts = budget narrative amounts
- Shows cost effectiveness
- Provides details on how dollar amounts were computed  
(e.g. unit cost x # units, fringe @ 15% of salary)

***No page limit on the budget narrative!***



## Special Rule (50% Rule)

- No single partner can “use” more than 50% of the grant funds
- “Use” means “benefit” and need not be an entirely financial “use” (per USDoED)
- Indicate in the proposal how you have abided by the rule; do this in reports also
- Use all budget forms provided



## Special Rule (50% Rule)

- Matching funds are not included in the calculation or explanation of this 50% rule
- Tuition assistance used for a teacher's professional development is a *use/benefit* attributed to the LEA that employs the teacher
- Faculty members with a 9- or 10-month contract who work for an LEA during the summer months will have their summer salaries attributable to the LEA
- Indirect costs are used by the partner that uses the corresponding funds as direct costs (IHE)





## Special Rule (50% Rule)

- Costs for mentor teachers hired to work with other teachers are attributable to the LEA even if they are hired and paid by the IHE
- Funds used to pay for faculty release time for delivery of project activities, to include planning, implementation, and administrative activities such as evaluation and report preparation are attributable to the IHE that employs the faculty member because the IHE would otherwise pay those funds in salary

# Supporting Documents



- Cooperative Planning Agreement
  - all partners should know each other's distinct responsibilities in the project
- Résumés of key staff; submit that of any new hire later
- Federal forms & MHEC assurances
- Scientific research bibliography if warranted



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# Original Signatures Required

## Signature Level Requirements (Blue ink)

- Proposal Application *requires V.P. level or above*
- LEA Cooperative Agreement *requires Superintendent's Signature*
- College/University Cooperative Agreement *requires Department Chair or Higher*
- College Statement of Assurances (**college determines level**)



## **MUST Email**

- A **word/pdf.** of the entire Proposal Application
- A **word document** of the Abstract
- An **excel** of the Budget Summary

***Deadline October 6, 2014 no later than 4:00 pm***



# Submit hard copies to MHEC



- ✓ Original proposal
  - with signatures in **blue** ink
  
- ✓ 4 copies of the original proposal

# Proposal Review Process



- Proposal accuracy & completeness checked
- At least four reviewers read/score
- Reviewers discuss each proposal & risk factor, assign a final rating & make funding recommendations
- Funding recommendations may include revised budgets and activities
- Applicants with overdue and missing reports from prior projects noted
- Secretary makes final decision



# Data & Reporting

## ***Collect data from the outset***

- Project planning & adjustment
- Evaluation accuracy
- Interim & Final report elements

## ***Interim & Final reports***

- Narrative & financial components



# MHEC Reporting

## National data elements:

1. # of awards, avg. award, award range, # IHEs
  2. # LEAs served, # high-need, # schools served
  3. Participants: how many, what subjects & ages taught, number of students impacted, pre-/post grant status (certified? etc.), student demographics (MSDE Web site)
  4. FFATA requirements
- *Please secure a signed permission for MHEC to contact participants for a state program evaluation*





**FFATA**

- Requirement – *If Awarded*
- FFATA - Federal Funding Accountability and Transparency Act
- Requires DUNS number
- Complete forms by November 24, 2014 (Appendix H)



# MHEC Reporting

## ITQ Evaluation Survey

Area 1: Changes in Teacher Content Knowledge

Area 2: Changes in Teacher Pedagogical Knowledge  
and Teacher Practice

Area 3: Changes in Student Learning Outcomes



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# LEA Contacts

<p><b>Baltimore City Public Schools</b>  <b>Pauline D. Edwards</b>, Director          Dept. of Grant Administration          Phone: 410-396-8939  <a href="mailto:pedwards@bcps.k12.md.us">pedwards@bcps.k12.md.us</a></p>	<p><b>Baltimore Co. Public Schools</b>  <b>William S. Burke</b>, Asst.          Superintendent          Organizational Development          Phone: 410-887-0252 or 410-887-6400  <a href="mailto:wburke@bcps.org">wburke@bcps.org</a></p>
<p><b>Prince George’s Co. Public Schools</b>  <b>Sharon Hodges</b>, Instructional          Supervisor          Teacher Leadership and Professional          Development          Phone: 301-749-4600  <a href="mailto:sharon.hodges@pgcps.org">sharon.hodges@pgcps.org</a></p>	<p><b>Dorchester Co. Public Schools</b>  <b>Lisa Hopkins</b>, Supervisor of          Secondary Education          Phone: 410-221-1111 ext. 1003  <a href="mailto:hopkinsl@dcpsmd.org">hopkinsl@dcpsmd.org</a></p>



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## LEA Contacts

### **Caroline Co. Public Schools**

**Patty Saelens**, Assistant

Superintendent of Instruction

Phone: 410-479 - 1460

[patricia\\_saelens@mail.cl.k12.md.us](mailto:patricia_saelens@mail.cl.k12.md.us)

### **Wicomico Co. Public Schools**

**Courtney Jones**

Grants Specialist

Phone: 410-677- 4532

[cjones@wcboe.org](mailto:cjones@wcboe.org)

# MHEC Contact Information



**Andrenette Mack Augins**  
**Grant Manager, Outreach & Grants Management**  
**Maryland Higher Education Commission**  
**6 N. Liberty Street, 10<sup>th</sup> Floor**  
**Baltimore, MD 21201**

**[aaugins@mhec.state.md.us](mailto:aaugins@mhec.state.md.us) or (410) 767-3358**