REQUEST FOR PROPOSALS—Effective August 15, 2015
http://coe.uga.edu/outreach/programs/teacher-quality

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

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

The Improving Teacher Quality State Grants, Title II, Part A includes approximately $1.4 million for the State of Georgia to be awarded during the review process to be held November 2-9, 2015. Awards are expected to range from $25,000-$60,000 and have a project period of 12 to 16 months beginning on February 15, 2016 and ending as late as May 31, 2017.

Proposal Submission Timeline
Memo of Intent to Submit Proposal Email (Required)
In order to prepare for the review process, please send an email on or before 5:00 PM on Friday, September 18, 2015 to cthompso@uga.edu containing the following:

- Applying institution
- Project director(s)
- Targeted high-need LEA(s) and other partners
- Core subject area(s) and targeted grade level(s)
- Indication of whether project is a new project or a renewal

Final Proposal Submission
Email an electronic copy (PDF) of the proposal to Clarice Thompson at cthompso@uga.edu no later than 5:00 PM on Monday, October 26, 2015.

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

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

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

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

Grant activities must be clearly focused on Common Core Georgia Performance Standards (language arts or math) or Georgia Performance Standards (social studies or science) and the Georgia Teacher Keys Effectiveness System (TKES).Activities must be related to the needs of P-12 educators (e.g., teachers, media specialists, paraprofessionals, instructional coaches, guidance counselors, school-level administrators). Although paraprofessionals are eligible to participate in projects, teachers are given first priority. All participants must be employed by a Georgia school district in fall 2016. The project should have attainable goals that will lead to an increase in teachers’ knowledge, change in teachers’ classroom practice, improvement in student achievement, and/or increase the number of highly qualified teachers. Proposals must include evidence that the project will provide professional development activities in the specific subject areas as well as in the related pedagogy.

Project grants have two parts. Part 1 is a workshop or graduate level course. Part 2 should consist of sustained contact within the project period between project personnel and participants in the participants’ classrooms. Part 2 could also consist of group meetings to share and reflect on implementation of project strategies or content or to plan and conduct dissemination. Both workshop parts may involve course credit (up to a total of 6 credit hours) or Professional Learning Units (up to a total of 5
PLUs), but it is not a requirement to include either course credit or PLUs. Projects that award 3 hours of course credit will engage teachers in a minimum of 50 contact hours of professional learning, while projects that award PLUs will engage teachers in a minimum of 10 contact hours per PLU.

3. Partnerships, Eligibility, & Criteria

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

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

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

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

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

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

**High-Need LEA Criteria**

Every funded project must include a qualified high-need LEA. A high-need LEA is one that:

1. Reports a lower HiQ score (score assigned to schools based on their highly qualified teachers) than the state HiQ score of 98.1% **and**
2. Enrolls at least 10,000 or 20% of its students from families whose income is below the poverty level according to the most recently published U.S. Census data on percentage of children living below the poverty level.

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

4. **Proposal Components and Organization**

The electronic copy of the proposal should contain the following components:

- **Cover Sheet #1**
- Project Director and Co-Project Director Contact Information Page (names, professional affiliation, telephone numbers, and email addresses)
- **Cover Sheet #2**
- Abstract (250 words or less, Times New Roman, 12-point font, double-spaced, 1” margins) that includes:
  - Summary of the project’s goals, activities, and expected outcomes
  - Indication of whether the proposed project renews a current project or is a new endeavor
  - Anticipated target population
  - Identification of LEAs and other participating organizations
  - Anticipated start and end dates of project

**NOTE:** The abstract must be double-spaced or the proposal will not be reviewed.

- Proposal Text (see page 8 for format and page limits) including:
  - Demonstrated need
• Project Participants
• Goals and objectives
• Plan of operation
• Evaluation

f. Appendix 1: Budget summary and itemized budget of the proposal.
g. Appendix 2: Budget narrative that explains and justifies the budget items. The purpose of the budget narrative is to explain the budget items, not simply to restate the information. To justify the budget items, please discuss how the budget items are reasonable and appropriate for the purposes of this project. Include the breakdown of costs per participant or event where appropriate.
h. Appendix 3: Capacity for implementing the project.
i. Appendix 4: Partnership letters on letterhead (See page 3 for a description of required letters). The letters will not be counted as part of your 38-page limit.

5. Proposal Text and Format

Demonstrated Need/Needs Assessment

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

Project Participants

Describe the project participants, as well as the strategies that will be used for recruiting the participants and the criteria used for their selection. Project participants may include educators at the elementary, middle school, and/or high school levels in Georgia public, private, or charter schools. Projects are primarily for classroom teachers but can include media specialists, paraprofessionals, instructional coaches, guidance counselors, and administrators. Educators who will not be employed by a Georgia school district in 2016-17 are not eligible to participate in Teacher Quality funded projects.

Inclusion of school administrators is likely to increase the impact of the project. If a school administrator wishes to be a project participant, an award of $500 to the administrator’s school can be included in the budget to support follow-up or sustained contact activities during the project period. The administrator’s support letter must express his/her commitment to being a project participant for this item to be included in the proposed budget and approved by the ITQ Office. The administrator stipend cannot be issued directly to the administrator. The funds will be awarded to the school and must be used to support project implementation at the school.
Project Goals and Objectives
Explicit attention must be given to the goals and objectives that strive to address the
declared needs of participants. Proposals should be designed to assist teachers in one
or more of the following:
- Deepening their content knowledge
- Expanding their repertoire of appropriate and effective instructional strategies
  for teaching content
- Developing the necessary background for incorporating instructional
technology into the courses they teach

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

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

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

The evaluation component of the project should assess both the implementation of the
project (process evaluation) and the project’s impact on participants (outcome
evaluation). Process evaluation measures what you are doing and how well you do it, describing participants, interactions, and activities. It answers the following questions: Did you do what you intended to do (planned activities within planned timeline), how well, and with whom? Example measures would include documentation that professional development activities occurred (e.g., agendas and sign-in sheets), feedback about how well an activity was conducted (e.g., surveys or interviews of participants and leaders), and records of who was involved (e.g., demographic data).

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

In whatever ways these process and outcome questions are addressed, the project’s goals and objectives should be realistic and achievable. The plans for gathering data should address the project’s objectives and be doable with the help of project personnel and the services of the External Evaluator. (See “SMART Objectives: Specific, Measurable, Achievable, Realistic, and Timely” on the Teacher Quality website.

Evaluation plans can include a variety of measures but must contain the following:

- Pre/post assessments of professional development experiences measuring attendees’ knowledge, skills, behavior, and/or attitudes. These assessments are to be developed or provided by the project directors and/or the project evaluator.
- Pre/post surveys provided by the Teacher Quality office. The links to these surveys will be emailed to participants.

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

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

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

- Responsibilities of External Evaluator:
  1) Write and Submit Final Evaluation Report. Send electronic copy to Project Director and TQ Office. The Final Evaluation Report should include the following headings:
     • Evaluation of the full scope of the project
     • Outcome for each objective
     • Details of how each objective was measured—graphs, tables, quotations
     • Details about context
     • Number of participants
     • Dosage (level/extent of participation/completion)
     • Fidelity (project delivered as intended)
     • Barriers/challenges/contamination (What impeded implementation?)
     • Unexpected outcomes
     • Recommendations and areas of strength

For assistance in securing an external evaluator, Project Directors may wish to use the following resources:
- An evaluation center/group at their higher education institution
- American Evaluation Association. Click on “Find an Evaluator”.

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

Capacity (Appendix 3)
Present a brief description of the following:
• Faculty and support personnel involved in the project and their roles. The involvement of faculty members from both arts and sciences units and units that prepare teachers should be described. If the content unit and the unit that prepares teachers are in the same Division or College, then an explanation of this organizational arrangement should be included in this section. University students can be paid as support personnel.
• Host institution facilities and available equipment that are relevant to meeting the program’s objectives.

Letters Supporting Project Partnerships (Appendix 4)
Project proposals must include letters from each partner involved in the project including two letters from high need LEA partners (one letter from the partnering school district written by an administrator, content coordinator, or professional development officer and one letter from the partnering school written by the school
principal, assistant principal, department/content chairperson, or grade level
chairperson).
In addition to indicating support for a project, letters must describe the partner’s
contributions to the project partnership through
    (a) involvement in project planning; and
    (b) involvement in implementation of project activities.
Letters should not include any dollar amounts associated with the contribution
(e.g., faculty time, materials, personnel, etc.). Letters should be personalized to reflect
the partner’s contribution to the project. Support letters are not counted as part of the
38-page limit.

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

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

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

Budget Narrative
The budget narrative should describe and justify all budget items. To justify the
budget items, please discuss how the budget items are reasonable and appropriate for
the purposes of this project. Examples of the type of budget items that require
justification are:
    • Discuss the responsibilities for each included faculty member. This should be
comprehensive and include the expertise the faculty member provides. Distinguish between the roles each faculty member offers in comparison to the others. Include the number of salary units requested or percentage of pay.

- Discuss the project-specific responsibilities for any graduate students. Include their salary or number of hours requested per 9 month or 12 month period.
- Discuss the project-specific responsibilities for any consultants or guest speakers and an explanation of what specialization they offer the project. Consultants’ and guest speakers’ pay is not to exceed $300/day.
- Cost of requested materials (e.g., books, supplies, etc.) per attendee. Discuss how the materials will be used to advance the aims of the project.
- Tuition per credit hour or stipend per PLU and room and board per day per attendee.
  - Participants cannot receive a stipend if their tuition is paid.
  - Participants who live more than 50 miles from the workshop site may receive mileage and lodging if justified.
  - If attendees receive mileage and lodging support, they are not eligible to receive a full stipend of $100/PLU. They will receive $50/PLU.

See website for a [sample budget narrative](#).

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

Funds can be requested for the following:

- **Faculty salary:** Salary requests must be explained in the budget narrative and linked to project activities and the number of attendees.
  - *Summer:* Use home departmental or institutional rate to calculate summer salary for each 3-hour semester credit graduate course or 5 PLU credit workshop up to 11.1%. Include fringe benefits at the appropriate rate for summer salary.
  - *Academic year:* Use home departmental or institutional rate to calculate academic salary for each 3-hour graduate course or 5 PLU credit workshop. Include fringe benefits at the appropriate rate for academic year salary.
  - *External Évaluator:* The total cost for external evaluation should be at least 3% of the budget but no more than 8% of the budget. If the external evaluator is at the PD’s institution, the evaluator’s salary and
fringe benefits should be budgeted under Personnel. If the external evaluator is not at the PI’s institution, the fee for the evaluator should be recorded under Evaluation Costs. All costs associated with conducting the evaluation must be included in the 3%-8% requested for the external evaluation. Since evaluators are paid a percentage of the total budget, if the total budget is adjusted for the project, evaluator costs will be adjusted accordingly. **NOTE: Evaluator costs must either be paid at the end of the project OR half in summer and the remainder at the end of the project after the evaluator submits the final report.**

- **Support personnel:** Funds requested for support personnel must be explained and justified in the budget narrative and linked to project activities and the number of attendees.
  - Teaching assistants (i.e., graduate assistantships, including fringe benefits if applicable). ITQ will not fund research assistants or other support personnel whose primary responsibility is to engage in research (i.e., collect or analyze data). Those tasks are the responsibility of the external evaluator.
  - Consultants, if appropriate (consultant rate not to exceed $300/day).
  - **NOTE:** Funds are not available for administrative tasks or clerical work.

- **Attendee support:**
  - Fees: PLUs, technology & parking (see p. 12 for fees not covered)
  - Participant stipends (excluding school/district administrators): Participants can be paid stipends up to $100 per 10 contact hours. The maximum stipend is $500 (50 contact hours). PLUs can be offered but are not required. Stipends **cannot** be paid to school or district-level administrators. Stipends are to be paid upon completion of the contact hours. (e.g., summer workshop=30 contact hours=$300; fall and/or spring follow-up=20 contact hours=$200.)
  - Substitute teacher pay
  - Lodging: Funds can pay for lodging and mileage for attendees living 50+ miles from project site. **If TQ pays for attendee lodging and/or mileage, attendees will receive $50 per 10 contact hours or PLU (instead of $100 per 10 contact hours or PLU).**
  - Tuition: Participants cannot receive both tuition and a stipend and cannot be personally charged tuition. Institutional fees are not covered.

- **School award for administrator participation:** An award of $500 to the administrator’s school can be included in the budget to support follow-up or sustained contact activities during the project period. A letter of support from the school administrator explaining his/her commitment to participating in the project must be included in the proposal submission in order for the school award of $500 to be funded.

- **Travel support:** Project faculty and support personnel are reimbursed up to the current state rate. **See your representative for rates at your institution.**
• **Food:** Daily food costs must be no more than *allowable state rates. See your institutional representative for these rates.*

• **Conference Fees:** ITQ funds can be requested for in-state conference fees but funds for this purpose must be requested *after* the acceptance of a conference presentation proposal. Once notified of the conference proposal acceptance, email Clarice Thompson (ethompson@uga.edu) a detailed request of the funds needed and a copy of the acceptance notification. *Do not request conference fees in your ITQ project proposal due on October 26.*

• **Indirect Costs:**
  o Improving Teacher Quality is considered a "restricted rate" program under Title 34, Code of Federal Regulations (CFR) Part 76.563. Therefore, UGA and all sub-grantees must use one of the two following indirect cost calculations, *whichever is lower:*
    A) 8% of Total Direct Costs, excluding tuition
    B) The institution’s federally negotiated indirect cost rate

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

• **Copying and postage:**
  o Postage directly allocable to the project must demonstrate a need required by the scope of the project to be charged to the grant.
  o Copying and postal charges *must* be justified in the budget narrative and linked to project activities and number of attendees.

• For information on when items normally considered Facilities & Administrative costs can be directly charged to the project budget. Contact your institutional representative for these costs.

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

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

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

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

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

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

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

9. Subaward Timeline
September 18, 2015  Memo of Intent to Submit Proposal Email (Required): Please send an email to cthompso@uga.edu by 5:00 PM.

October 26, 2015  Proposal Deadline: Please send a PDF of the proposal to cthompso@uga.edu by 5:00 PM.

Nov. 2-9, 2015  Proposal Review: An online review of proposal submissions will be conducted by Georgia educators.

January 2016  Projects Awarded: Successful applicants will be notified by
late January, 2016 that their proposals have been selected for funding. Unfunded proposals will be notified at the same time.

**February to March, 2016**

**Subaward Agreements Issued**

**Spring, 2016**

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

**February 15, 2016 to May 31, 2017**

**Project Implementation:** The project funding period will be for 12 to 16 months beginning on February 15, 2016 and ending as late as May 31, 2017.

### 10. Contact Information

For further information, contact Dr. Kathy Thompson, Teacher Quality Director, *(kthompso@uga.edu)* or Ms. Clarice Thompson, Administrative Coordinator *(cthompso@uga.edu)* at the University of Georgia at (706) 542-4043. For the University of Georgia Office for Sponsored Programs, contact Cathy Cuppett, Senior Grants Officer, *(jnmaas@uga.edu)*, 706-542-9441.
## Appendix 1: List of Regional Education Service Agencies (RESAs)

<table>
<thead>
<tr>
<th>Area</th>
<th>Contact</th>
<th>Email</th>
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<tbody>
<tr>
<td><strong>Central Savannah River Area RESA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td>Gene Sullivan</td>
<td><a href="mailto:gsullivan@csrresa.org">gsullivan@csrresa.org</a></td>
</tr>
<tr>
<td>Math</td>
<td>Brenda Hodgin</td>
<td><a href="mailto:bhodgin@csrresa.org">bhodgin@csrresa.org</a></td>
</tr>
<tr>
<td></td>
<td>Steve Smith</td>
<td><a href="mailto:ssmith@csrresa.org">ssmith@csrresa.org</a></td>
</tr>
<tr>
<td><strong>Chattahoochee-Flint RESA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td>Norman Carter</td>
<td><a href="mailto:ncarter@chattflint.org">ncarter@chattflint.org</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Jane Evans</td>
<td><a href="mailto:jevans@chattflint.org">jevans@chattflint.org</a></td>
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<tr>
<td><strong>Coastal Plains RESA</strong></td>
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<tr>
<td>Mathematics</td>
<td>Paulette Shoupe</td>
<td><a href="mailto:pshoupe@cpresa.org">pshoupe@cpresa.org</a></td>
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<td><a href="mailto:jpowell@cpresa.org">jpowell@cpresa.org</a></td>
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<td><a href="mailto:dwatson@cpresa.org">dwatson@cpresa.org</a></td>
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<td>Laura Frizzell</td>
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<tr>
<td><strong>First District RESA</strong></td>
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<td>Whit Myers</td>
<td><a href="mailto:wmyers@fdresa.org">wmyers@fdresa.org</a></td>
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<td><strong>Griffin RESA</strong></td>
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<tr>
<td>Mathematics</td>
<td>Jacqueline Hennings</td>
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<tr>
<td></td>
<td>Carol Taylor</td>
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<td><strong>Heart of Georgia RESA</strong></td>
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<td>Steven R. Miletto</td>
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<tr>
<td><strong>Metro RESA</strong></td>
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<td>Donna Barrett</td>
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<tr>
<td><strong>Middle Georgia RESA</strong></td>
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<tr>
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<td>Carolyn H. Williams</td>
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<tr>
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<tr>
<td><strong>North Georgia RESA</strong></td>
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<tr>
<td>Mathematics</td>
<td>Bonnie Angel</td>
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<tr>
<td>Executive Director</td>
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<td><strong>Northeast Georgia RESA</strong></td>
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<td>Executive Director</td>
<td>Russell Cook</td>
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<tr>
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<tr>
<td>Oconee RESA</td>
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<tr>
<td>Okefenokee RESA</td>
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<tr>
<td>Pioneer RESA</td>
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<tr>
<td>Executive Director</td>
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<tr>
<td>Southwest Georgia RESA</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>West Georgia RESA</td>
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<td>Executive Director</td>
<td>Rachel Spates</td>
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</tr>
</tbody>
</table>
Appendix 2: Georgia High-Need LEAs as Defined by HiQ Score per the Professional Standards Commission

<table>
<thead>
<tr>
<th>Local Education Agencies (LEAs) with HiQ score &lt;98.1%</th>
<th>% of Students Living in Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks County</td>
<td>39.6%</td>
</tr>
<tr>
<td>Calhoun County</td>
<td>40.0%</td>
</tr>
<tr>
<td>Chattahoochee County</td>
<td>21.6%</td>
</tr>
<tr>
<td>Clay County</td>
<td>52.9%</td>
</tr>
<tr>
<td>Crawford County</td>
<td>30.5%</td>
</tr>
<tr>
<td>Dooly County</td>
<td>40.3%</td>
</tr>
<tr>
<td>Fulton County</td>
<td>25.9%</td>
</tr>
<tr>
<td>Henry County</td>
<td>20.8%</td>
</tr>
<tr>
<td>Johnson County</td>
<td>37.5%</td>
</tr>
<tr>
<td>Lamar County</td>
<td>28.8%</td>
</tr>
<tr>
<td>Macon County</td>
<td>44.9%</td>
</tr>
<tr>
<td>Putnam County</td>
<td>36.2%</td>
</tr>
<tr>
<td>Quitman County</td>
<td>42.9%</td>
</tr>
<tr>
<td>Twiggs County</td>
<td>33.5%</td>
</tr>
<tr>
<td>Thomaston-Upson County</td>
<td>35.3%</td>
</tr>
<tr>
<td>Warren County</td>
<td>42.5%</td>
</tr>
<tr>
<td>Webster County</td>
<td>32.5%</td>
</tr>
<tr>
<td>Atlanta Public Schools</td>
<td>75.4%</td>
</tr>
<tr>
<td>Scholars Academy (Clayton County)</td>
<td>41.0%</td>
</tr>
<tr>
<td>Heritage Preparatory Academy (Atlanta Public Schools)</td>
<td>75.4%</td>
</tr>
<tr>
<td>Ivy Prep Young Men’s Leadership Academy (Atlanta Public Schools)</td>
<td>75.4%</td>
</tr>
<tr>
<td>Ivy Prep Academy at Kirkwood for Girls (Atlanta Public Schools)</td>
<td>75.4%</td>
</tr>
<tr>
<td>Ivy Preparatory Academy (Gwinnett County)</td>
<td>20.7%</td>
</tr>
<tr>
<td>Fulton Leadership Academy (Fulton County)</td>
<td>25.9%</td>
</tr>
<tr>
<td>Atlanta Area School for the Deaf</td>
<td>75.4%</td>
</tr>
<tr>
<td>Georgia Academy for the Blind (Bibb County)</td>
<td>41.4%</td>
</tr>
<tr>
<td>Georgia School for the Deaf (Floyd County)</td>
<td>31.7%</td>
</tr>
</tbody>
</table>
Appendix 3: Improving Teacher Quality State Grants Non-Regulatory Guidance

Special Rule

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

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

Example: Correct Use of Funds

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

- the College of Education 25 percent of the funds to use to pay its faculty to deliver professional development in the use of children’s literature in social studies classrooms for 20 teachers at Lincoln school district;
- the College of Arts and Sciences 25 percent of the funds to use to pay its faculty to deliver professional development content knowledge in literature and social studies for 20 teachers at Lincoln School District;
- Lincoln School District 50 percent of the funds to use to pay stipends for 20 teachers to participate in the summer professional development.

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

Example: Incorrect Use of Funds

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

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

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

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

*In this example, one partner uses more than 50 percent of the funds for its own benefit.*
1. **Demonstrated Need** – 10 points
   **Reviewer Score:** ______
   - There is evidence that proposed activities address documented, real needs of participants with an emphasis on participants from high-need Local Education Agencies (i.e., school systems).
   - Needs assessment is based on student achievement data and/or teacher quality data that makes a compelling case for demonstrated need.
   - If the project is a continuation, the proposal provides documentation of the success of recent activities.

   Comments: ______________________________________________________
   _______________________________________________________________
   _______________________________________________________________

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

   Comments: ______________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. **Project Goals and Objectives** – 10 points
   **Reviewer Score:** ______
   - Goals and objectives are clearly identified and are linked to demonstrated needs.
   - The objectives have potential to result in measurable improvement in teachers’ content knowledge in their academic subjects, teaching practice, and their students’ learning.
   - Objectives and project activities are aligned with Common Core Georgia Performance Standards (CCGPS) or Georgia Performance Standards (GPS).
4. **Plan of Operation – 15 points**

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

Comments: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. **Evaluation – 10 points**

   - The evaluation plan is clearly aligned to the proposed project goals.
   - The evaluation plan includes measurable targets and adequately assesses achievement of project goals and effectiveness of activities.
   - The evaluation plan describes means of assessing the project’s impact on teachers’ content knowledge, classroom practice, and, if appropriate, their students’ learning.
   - The plans for gathering data address the project’s objectives and provide evidence of a carefully contemplated plan for assessing impact of the project.

Comments: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. **Capacity – 5 points**

   - The role of each key faculty and support personnel member is clearly described.
   - Key project personnel have appropriate credentials as evidenced in vitae or job narratives.
   - The size of the project team and the amount of time devoted to the project is appropriate for the proposed activities.
• Facilities and equipment at the host institution needed to carry out the project are clearly described.

Comments: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. **Budget – 5 points**  
**Reviewer Score:** ______

- Budget costs are reasonable, tied to specific project activities, and adequate for the project objectives and design.
- The budget narrative includes specific explanation and rationale for all budget line items.

Comments: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Reviewer Scores**

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

**Total Score:** ______ (out of 60 points)