Ohio | **Department of Education**
Department of Higher Education

Request for Application
Competitive Grants for Teacher Credentialing
Aug. 2019

Introduction

The Ohio Department of Education, in consultation with the Ohio Department of Higher Education, invites proposals which will support high school teachers pursuing graduate coursework to meet the qualifications to teach college courses in a high school setting for the College Credit Plus program.

The awarding of the funds (up to $3,000,000 as appropriated) will be based on need, merit of proposal and the applicant's ability to collaborate and develop strategies that will decrease gaps in qualified College Credit Plus instructors. The funds are to support graduate coursework for high school teachers to meet the required qualifications to teach College Credit Plus courses. Priority will be given to educational consortia that include economically disadvantaged high schools where there are limited or no teachers currently credentialed to teach College Credit Plus courses. The award also may support the employment of teachers currently credentialed to teach college courses as a bridging strategy until a sufficient number of teachers at an identified high school hold required credentials.

Eligible Entities

Eligible entities who can apply for the Teacher Credentialing grants include the following:

1) School districts established under Ohio Revised Code 3311; or
2) Community schools established under Ohio Revised Code 3314; or
3) STEM schools established under Ohio Revised Code 3326; or
4) Joint vocational school districts; or
5) State institutions of higher education, as defined in Ohio Revised Code 3345.011; or
6) Private nonprofit institutions in this state holding a certificate of authorization pursuant to Ohio Revised Code 1713; or
7) Chartered nonpublic schools, as defined in Ohio Administrative Code 3301-35-09; or
8) Educational service centers or a non-profit entities in which education is the primary mission and is under a contract with any of the entities outlined above.

A single entity may be the sole applicant for a Teacher Credentialing Grant. As noted within the legislation, priority will be given to educational consortia that include economically disadvantaged high schools in which there are limited or no teachers currently credentialed to teach College Credit Plus courses. Consortia are defined as educational partnerships and regional collaborations and are comprised of more than one eligible entity.

Consortia should identify a lead applicant and partner institutions or entities and a fiscal agent (if this differs from the lead applicant)

Awards

The Ohio Department of Education and the Ohio Department of Higher Education reserve the right to award an amount that is less than or greater than the amount requested by any applicant. The total of all awards cannot exceed the total funding available and may only be used to support the direct costs of supporting graduate coursework for high school teachers to receive credentialing to teach College Credit Plus courses in a high school setting and to support the employment of teachers currently credentialed to teach college courses as a bridging strategy.

    A. Total funding available is $3,000,000.
    B. Range of Awards:
        i. A single entity, as defined in the Eligible Entities' list above, may receive up to $50,000.
        ii. A consortium, defined as educational partnerships and regional collaborations, is not limited to a request amount.

Requirements for All Applicants

Proposal Submission Deadline, Review Process Timeline and Reporting

    The schedule below is subject to change at the discretion of the departments of Higher Education and Education. Applicants will receive notice of any changes.

Date	Topic
Aug. 30, 2019	Request for Application Release
Sept. 11, 2019	Webinar
Sept. 30, 2019	**Application Submission Deadline at 11:59 p.m.**
Oct.18, 2019	Awarded applications announced and grantees notified
Oct. 21, 2019	Funding process starts (for example, creation of budget within CCIP system, completion of grant agreement or assurances)
October through December 2019	Recruitment and application of teachers
January 2020	Anticipated first semester of enrollment in graduate courses

Webinar

    An informational webinar will occur on **Sept. 11, 2019 at 10 a.m**. Potential applicants may seek assistance regarding their applications through the webinar. Submit questions in writing prior to the webinar to CCPCompetitiveGrantSubmission@education.ohio.gov or during the webinar on screen. Responses to questions that are submitted in writing prior to or during the webinar will be posted online after the webinar in the *Frequently Asked Questions and Best Practices* document to provide the information to all interested parties. The webinar will also be recorded and posted on the www.ohiohighered.org/ccp/resources webpage. A link to the Department of Higher Education website will also be available on the Department of Education website.

    Webinar Details:
    Wednesday, Sept. 11, 2019, 10 a.m. Eastern Daylight Time
    Meeting number: 646 039 211
    Meeting link: https://oh-tech.webex.com/oh-tech/j.php?MTID=m4f18f18590084faaed362f7677152dd5
    Audio connection (by phone): +1-415-655-0001

Frequently Asked Questions and Best Practices Document

    Email any questions or concerns regarding this proposal to:
    CCPCompetitiveGrantSubmission@education.ohio.gov.

    All questions that will be collected and added to the *Frequently Asked Questions and Best Practices* document with the responses. This *Frequently Asked Questions and Best Practices* document will also provide ideas and strategies that were successfully utilized during the previous Teacher Credentialing Grant awards (Fiscal Year 2016-2017). The document will be available for all interested parties online at www.ohiohighered.org/ccp/resources.

Submission

All grant proposal information must be completed within the *Application Form* via Qualtrics$_®$^{XM} that must be completed electronically and submitted via the connection within the form. No additional supporting or supplemental documentation can be submitted.

All information submitted in response to this Request for Application become property of the Superintendent of Public Instruction and is public information unless a statutory exception exists that exempts it from public release under the Ohio Public Records Act, as defined in Section 149.43 of the Ohio Revised Code.

The Superintendent and Chancellor reserve the right to request or use additional information to assist in the review process, to require new proposals from interested parties, to reject any or all proposals responding to this Request for Application, or to re-issue, modify or cancel the Request for Application if it is determined that it is in the best interests of the entities and/or the state. Issuing this Request for Application does not bind the Superintendent or Chancellor to issuing grant awards. The Superintendent and Chancellor administer the process and reserve the right to adjust the dates for this process for whatever reasons are deemed appropriate. All costs incurred in preparation of a proposal shall be borne by the respondents and are not recoverable under an award. The decisions of the Superintendent and Chancellor are final. Respondents will be notified of the outcome of their proposal at the conclusion of the review process.

Requirements for Awarded Grantees

Award Notification

Awarded applicants will be notified on or around Oct. 18, 2019 for the approved College Credit Plus teacher credentialing grant activities funded under this request for proposal.

Upon applicant approval, the departments of Education and Higher Education will provide an award letter to the applicant's fiscal agent, which will include the total awarded. Grantees will be required to review and submit grant assurances in order to begin the project.

Awarded lead applicants will be required to log into and upload the budget information within the Department of Education's CCIP site. Additionally, lead applicants will be required to review and electronically complete the grant agreement and assurances within the CCIP system.

Reporting by Semester

Each awarded applicant will be required to file progress reports near the end of each semester to departments of Education and Higher Education in the CCIP system. This information will include the following elements and is subject to change at any time to provide further data and metrics to determine progress and impact:

A. An update stating and explaining, whether or not the selected applicant is on track to meeting anticipated or projected outcomes.
B. The number of candidates during the reporting period that:
   i. Have started a graduate program of study;
   ii. Have started, but withdrew from a graduate program of study;
   iii. Are anticipated to complete their credentialing requirement or graduate program of study.
C. Additional supporting data or information as needed.

<u>Grant Reimbursements and Reports</u>

The Teacher Credentialing Grant will operate on a reimbursement basis. Grant expenses will be reported via a Project Cash Request (PCR) in the CCIP system at the time of submission of the semester reports. Anticipated deadlines for semester reports and PCRs are:

Semester	Deadline for PCR and Semester Report
Spring 2020	June 19, 2020
Summer 2020	Aug. 31, 2020
Fall 2020	Dec. 23, 2020
Spring 2021	June 30, 2020

These dates are subject to change and will be communicated to the lead applicant (and fiscal agent if different than lead applicant).

A Final Expenditure Report (FER) will be due after the end of the first fiscal year (FY2020) by Sept. 30, 2020. A final cumulative report of grant activities will be due by Sept. 30, 2021 along with the *Final Expenditure Report* (FER). Details regarding the final cumulative report will be shared near the end of the grant period.

Proposals – Application Form

The *Application Form* is a Qualtrics®XM electronic document to be completed by applicants and must contain complete information for the proposal. No additional documents will be accepted other than those submitted as part of the *Application Form*.

The *Application Form* document can be obtained by clicking on this link: Application Form.

Proposal Part I:

Within the *Application Form*, provide the following descriptive information for the grant applicant and partners:

Applicant Contact Information
- Single Entity:
    o Primary point of contact name for the lead applicant or fiscal agent, institution name, email address, and phone number
- Consortium
    o Upload a *Consortium Partners* file that includes:
        ▪ All partners' primary point of contact names, institution names, email addresses and phone numbers. Include the IRN for each postsecondary institution and secondary school partner district.
        ▪ The name and contact information for the partner serving as the fiscal agent for the grant proposal (if different from lead applicant).
        ▪ In 1,500 characters or less, include a brief description of the consortium leadership and governance.
    Note: The IRN will be used to review economically disadvantaged data and previous College Credit Plus enrollment at the high schools and college campuses for each secondary school partner district.

Student and School Information
    Provide the total number of secondary school students in grades 7 through 12 who will be served by this proposal through the end of Fiscal Year 2021. (If more than one secondary school partner, provide the total amount for all.)

Abstract
- Provide an abstract which includes an overall summary of the proposal (limited to 1,500 characters).

Proposal Part II.

Within the *Application Form*, respond to each prompt question. Each prompt has a specific limitation on characters. See *Evaluation Criteria* for the range of scores available for each prompt.

Prompt 1   Based on the proposal's abstract, describe how this model will increase the number of teachers with appropriate graduate coursework in the secondary school setting. Include information such as the current student access to College Credit Plus course sections offered in the high school setting (by subject area); the total number of qualified high school teacher adjuncts currently available to each secondary partner (by subject area); the projected increase in student access to college course sections if this grant is successful. This response is limited to 2,500 characters.

Prompt 2   Describe the plan for collaboration in this proposed model within a consortium or as a single entity working with others. This response is limited to 1,500 characters.

Prompt 3   What is the proposal's plan for supporting College Credit Plus opportunities for students during the teacher credentialing period? This response is limited to 1,000 characters.

Prompt 4   Describe the communication or recruitment plan the applicant and partners will use to 1) inform teachers of the opportunity to earn graduate credit; 2) accelerate the application or selection process into the graduate course or program; and 3) retain teachers during the grant period to complete the necessary coursework leading to potential adjunct approval. This response is limited to 1,500 characters.

Prompt 5   What is the proposal's plan for sustaining College Credit Plus opportunities for students beyond the funding period? This response is limited to 1,000 characters.

Prompt 6   How will the grant applicant increase the likelihood of success for teachers, after they complete the graduate coursework, to be approved by an institution to teach college courses in a high school setting? For this prompt, applicants may upload a letter from an institution of higher education indicating that the institution would approve teachers who take specific courses in your proposal. If more than one letter is obtained, combine all into a single document to upload. This response is limited to 1,000 characters and one uploaded document.

Prompt 7   What is the plan for retaining credentialed high school teachers or adjuncts in the school or district? This response is limited to 1,000 characters.

Prompt 8   What strategies will be used to promote innovation? This response is limited to 1,000 characters.

Prompt 9   Provide the narrative description of the budget for the proposed model. (Also complete the *Budget* section within the *Application Form*.) This response is limited to 1,000 characters.

Prompt 10   What additional information do you want to share that has not been addressed within one of the other prompts or can expand upon other prompts? This response is limited to 1,000 characters.

Proposal Part III.

<u>Budget Section</u>

Complete the *Budget* section within the *Application Form* via Qualtrics®XM for **the total grant amount requested combining fiscal years 2020 and 2021**.

Indicate the total amounts for each object code that are proposed to be used. Allowable expenses include graduate coursework tuition, fees, textbooks and materials for the high school teachers participating in the program. Additional allowable expenses may include costs associated with employing teachers who are currently credentialed to teach college courses as a bridging strategy until a sufficient number of teachers at the high school hold the required credentials.

The following image is provided as an example of the Excel budget spreadsheet template: **Teacher Credentialing Grant Budget Template.**

This template will mirror the budget within the CCIP system that grant awardees will be required to use. The only available cells for this budget are shown in shades of blue. Do not list amounts in the black cells; those categories are not eligible for funding under this grant.

Purpose Code/Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
NAME OF FISCAL AGENT:							
Instruction					■		0
Support Services					■		0
Governance/Admin	■	■	■	■	■	■	■
Prof Development	■	■		■	■		0
Family/Community	■	■	■	■	■	■	■
Safety	■	■	■	■	■	■	■
Facilities	■	■	■	■	■	■	■
Transportation	■	■	■	■	■	■	■
Nonpublic	■	■	■	■	■	■	■
Indirect Cost	■	■	■	■	■	■	■
Total	0	0	0	0	■	0	0

Evaluation criteria

Proposals will be evaluated using the following scoring rubric for each applicant or consortium seeking funding. After considering the recommendations of reviewers, the State Superintendent of Public Instruction, in consultation with the Chancellor of Higher Education, shall make the final determination about which proposals will receive funding.

Prompt	Topic	Question	Total Possible Points	Response Point Ranges
1	Student Access	Based on the proposal abstract in Proposal Part I, describe how this model will increase the number of teachers with appropriate graduate coursework in the secondary school setting.	25	**Strong (19-25)**: Clearly articulates the gap and puts forward a model that will significantly reduce the gap while creating efficiency in credentialing teachers quickly while meeting their fiduciary responsibility. The feasibility of completion of the proposal is clearly shown and the strategies and methods of implementation are well-constructed. **Good (12-18)**: Clearly states the gap and puts forward a model that aims at reducing the gap while creating efficiency in credentialing teachers quickly, while meeting their fiduciary responsibility. **Marginal (6-11)**: Describes a gap and aims at credentialing teachers, but has weaknesses in the proposal related to efficacy, speed of credentialing, or credibility of strategies or models. **Weak (0-5)**: Does not demonstrate evidence that the proposal will reduce the gap and raises questions surrounding the applicant's ability to efficiently and effectively credential teachers through the program.
2	Collaboration	Describe the plan for collaboration in this proposed model within a consortium or as a single entity working with others.	20	**Strong (15-20)**: Has developed effective strategies to collaborate with partner institutions and has clearly aligned those strategies with intended outcomes. **Good (12-14)**: Has plans to collaborate while attempting to achieve intended outcomes as described in the proposal. **Marginal (6-11)**: Does not align collaboration with the intended outcomes. **Weak (0-5)**: Does not use collaboration.
3	Supporting Students	What is the proposal's plan for supporting College Credit Plus opportunities for students during the teacher credentialing period?	10	**Strong (7-10)**: Demonstrates ability and well-developed plans to support students during the teacher credentialing grant period and has outlined feasible plans to ensure students get the supports to effectively bridge the gap during the interim. **Good (4-6)**: Identifies multiple feasible strategies that the applicant plans to implement to support students during this grant period. **Marginal (2-3)**: Recognizes a need to support students, but does not outline compelling strategies to mediate during this grant period. **Weak (0-1)**: Plans to implement current classroom and instructional strategies and does not plan to implement any additional supports for students during the teacher credentialing grant period.
4	Communication or Recruitment Plan	Describe the communication or recruitment plan the applicant and partners will use.	10	**Strong (7-10)**: Demonstrates a thorough communication or recruitment plan which informs multiple teachers of the opportunity to earn graduate credit, accelerates the application and selection process and retains teachers for the duration of the grant period. **Good (4-6)**: Identifies feasible strategies to communicate and recruit teachers for participation. **Marginal (2-3)**: Recognizes a need to communicate and recruit teachers, but does not outline compelling strategies during the grant period. **Weak (0-1)**: Does not provide a communication or recruitment plan.

Prompt	Topic	Question	Total Possible Points	Response Point Ranges
5	Sustainability	What is the proposal's plan for sustaining College Credit Plus opportunities for students beyond the funding period?	10	**Strong (7-10):** Has developed a feasible plan for implementing student opportunities beyond the grant funding period and has either developed strategies for collaboration with other entities or received commitment for funding or both. Demonstrates unified support from the institutions in applying for the grant and intent to develop a sustainable model. **Good (4-6):** Demonstrates institutional resources and supports that can be used to extend the program beyond the grant funding period. **Marginal (2-3):** Identifies one or more strategies for sustaining the post-grant funding period, but fails to demonstrate unified support or institutional resources that can be used to sustain the proposal's objectives. **Weak (0-1):** Does not demonstrate viability for sustainability.
6	Likelihood of Success	How will the grant applicant increase the likelihood of success for teachers, after they complete the graduate coursework, to be approved by an institution to teach college courses in a high school setting?	10	**Strong (7-10):** Demonstrates a proactive approach of seeking institutions that will approve teachers as adjuncts after completion of the proposed graduate coursework and provides documentation from more than one institution of higher education confirming approval. **Good (4-6):** Identifies and provides documentation from at least one institution that will approve teachers after completion of graduate coursework. **Marginal (2-3):** Has identified partner institutions and recognizes a need for approval for teachers after completion of graduate coursework, but does not provide documentation from institutions. **Weak (0-1):** Does not address the likelihood of success for teachers.
7	Retention	What is the plan for retaining credentialed high school teachers or adjuncts in the school or district?	5	**Strong (5):** Demonstrates strategies and clearly defined goals to ensure teachers that are funded through the program are able to teach College Credit Plus courses and remain teaching those courses. **Good (3-4):** Shows intent to sustain credentialed teachers and strategies to ensure they remain teaching College Credit Plus courses. **Marginal (1-2):** Shows intent to retain teachers, but lacks a clearly defined plan or strategies to increase retention. **Weak (0):** Does not demonstrate plans to ensure credentialed teacher retention.
8	Innovation	What strategies will be used to promote innovation?	5	**Strong (5):** Utilizes cutting-edge strategies, technology and innovative techniques to reduce the gap, demonstrates compelling and thought-out reasoning to support those innovative techniques and technology, and offers assurance for the viability of the proposal. **Good (3-4):** Utilizes innovative strategies and shows compelling evidence for usage within the proposed model for reducing the gap. **Marginal (1-2):** Attempts to utilize innovative techniques, but lacks compelling evidence to demonstrate possible success. **Weak (0):** Does not utilize innovation.
9	Budget	What is the narrative description of the budget for the proposed model?	5	**Strong (5):** Clearly demonstrates financial viability, sustainability, efficacy and efficiency. **Good (3-4):** Demonstrates fiscal viability and sustainability. **Marginal (1-2):** Attempts to demonstrate fiscal viability, but does not demonstrate sustainability or efficiency. **Weak (0):** Demonstrates gaps in viability, sustainability, efficacy, or efficiency.
10	Additional	What additional information do you want to share that has not been addressed within one of the other prompts or can expand upon other prompts?	0	**No point value but may enhance points for other responses to prompts.**
		Total possible points	100	

State Law Reference: House Bill 166 (133rd G.A.) SECTION 265.120

"Of the foregoing appropriation item 200448, Educator Preparation, up to $3,000,000 in fiscal year 2020 shall be used by the Department of Education, in consultation with the Department of Higher Education, to provide awards to support graduate coursework for high school teachers to receive credentialing to teach College Credit Plus courses in a high school setting.

The Department of Education, in consultation with the Department of Higher Education, shall develop an application process and criteria for awards. Priority shall be given to education consortia that include economically disadvantaged high schools in which there are limited or no teachers currently credentialed to teach College Credit Plus courses, as determined by the Department of Education, and a public or private college or university in Ohio.

Awards made by the Department of Education may support graduate coursework for high school teachers at a public or private college or university in Ohio leading to credentialing to teach college courses, as well as employment of teachers credentialed to teach college courses as a bridging strategy until a sufficient number of teachers at the high school hold the required credentials.

Upon the request of the Superintendent of Public Instruction and the approval of the Director of Budget and Management, an amount equal to the unexpended, unencumbered balance of the amount set aside in this division at the end of fiscal year 2020 is hereby reappropriated for the same purpose for fiscal year 2021."