Request for Proposal (RFP)  
for  
Career-Technical Education (CTE) Teacher Education Programs  
FY2014-15 Funding

**Name of Grant:** FY2014-15 CTE Teacher Preparation and Retention

**Submission Date:** Applications must be received by 3:30 p.m. EST on June 01, 2013. Late or incomplete grant applications **will not be considered.** *(Grants must have the required and appropriate signatures on the cover page, budget page and in two locations on the assurance pages.)*

**Funding Source:** Carl D. Perkins IV Federal grant

**Funding Authorization:** Carl D. Perkins IV designates funds for leadership activities for initial CTE teacher preparation, and professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors at all levels

**Eligibility:** Limited to postsecondary institutions that received FY2010 allocations for the Capacity Building grant.

**Grant Award Amount:** Pending Perkins apportionments, FY2014 allocations are equal to the FY2010 allocation and will be awarded based on submission of a complete grant application that addresses the goals listed under “Goals for FY11.”

**Award Date:** Grant recipients will be notified of award by June 30, 2013.

**Award Period:** July 1, 2013, through June 30, 2015. Grantees must also submit an FY2014 Progress Report by July 30, 2014 and FY2015.

**Fiscal Codes:** USAS n/a; CFDA 84.048

**Grant ID:** VEPD-CB-11-IRN

**Purpose:** The Perkins IV plan identifies teachers as the key element to student success. The quality of this element is dependent on initial teacher preparation and professional development. The Ohio Department of Education (ODE) and the Ohio Board of Regents (OBR) will support and foster professional development for pre-service and practicing career-technical teachers, postsecondary faculty, administrators and career and academic counselors according to the ODE and Perkins standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which CTE goals are being achieved. The quality of educator preparation programs will be maintained through a collaborative effort of ODE and OBR.
Deliverables for FY2014 Allocations:

1. Provide preparation programs for recruitment, licensure and renewal of Ohio career-technical teachers. These programs must include the following paths to obtain an Ohio Career Technical Teacher License.

Resident Educator (RE)
- The Career-Technical Resident Educator license (OAC 3301-24-18) may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an Approved Program of Preparation, who has successfully completed examinations prescribed by the State Board of Education, and has two years full-time, documented work experience. Career-technical licenses shall be issued for specific programs or taxonomies in the following teaching fields: Agriculture, Integrated Business, Family and Consumer Sciences and Marketing and Technology Education.

Alternative Resident Educator for Career-Technical Workforce Development Programs (A-RE)
- The Alternative Resident Educator License for Career-Technical Workforce Development Programs (OAC 3301-24-22) may be obtained by an individual, who holds a minimum of a high school diploma; who evidences five years of full-time work experience or the equivalent in the career field. License shall be issued for specific programs or taxonomies in the following occupational fields even though the baccalaureate degree is not held: Agriculture and Environmental Systems, Arts and Communication, Business and Administrative Services, Construction Technologies, Education and Training, Engineering and Science Technologies, Finance, Government and Public Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Safety, Manufacturing Technologies, Marketing, and Transportation Systems.

Supplemental License for Career-Technical Workforce Development Programs (S)
- The Supplemental License for Career-Technical Workforce Development Programs (OAC 3301-24-14) may be obtained by an individual who holds a standard teaching license; who evidences five years of full-time work experience or the equivalent in the career field; and who completes a minimum of three semester hours of an approved pre-service career-technical education program. Upon completion of the approved preparation program and recommendation by the dean or head of teacher education at an institution approved to prepare Career-Technical Workforce Development teachers, a professional license shall be issued for specific programs or taxonomies in the following occupational fields. Agriculture and Environmental Systems, Arts and communication, Business and Administrative Services, Construction Technologies, Education and Training, Engineering and Science Technologies, Finance, Government and Public Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Safety, Manufacturing Technologies, Marketing, and Transportation Systems.

2. Provide preparation programs for recruitment, licensure and renewal of additional teachers, counselors and administrators.
- Addition of endorsements to existing licenses for Career-Based Intervention (CBI) and Transition To Work (TTW);
- Paths for counselors and administrators to gain knowledge about CTE, either as part of an initial licensure or as a value added component to an already existing license;
• Paths to assist appropriate CTE teachers in becoming academic teachers through a purposeful and non-redundant pathway (Guide teachers in preparation for necessary assessments, e.g., Praxis II subject area assessment); and
• Any other contributing factors or programs that should be considered, described in detail.

3. Provide support to identified Perkins IV initiatives determined in conjunction with ODE and CTE leadership through initial licensure program, staff development, and teacher support, which will include the following:
  • Collaboration between ODE-CTE and all grantee(s) with the review & development of current/upcoming courses and content. The following components must be delivered during CTE preparation programs.
    ▪ Career Technical Student Organizations
    ▪ Ohio Teacher Evaluation System and Student Learning Objectives
    ▪ Class Room Management
    ▪ Developing a course of study
    ▪ Cultural diversity,
    ▪ DATA research and implementation
  • Provide training for teachers to address the following special education requirements; individualized education program, evaluation team report, transition plans, measurable annual goals, specially design services, least restrictive environment, confidentiality and structuring a class to challenge all students at varying levels with varying needs. All course materials must be acquired from the Office for Exceptional Children, OEC. OEC will provide the most current materials for course content.
  • Support teachers working with the Tech Prep Regional Centers in teacher training and professional development;
  • Provide in-service and pre-service training on effective integration (provided jointly with academic teachers to the extent practicable), teaching skills based on research, pedagogy for differentiated instruction, inquiry based/ problem-based learning, practices to improve parental and community involvement; and use of scientifically based research and data; and
  • Impact classroom instruction through high-quality, sustained, intensive and classroom-focused professional development – not one-day or short-term workshops or conferences.

4. Provide various course delivery methods for preparation programs such as;
  • Distance Learning, virtual learning environments, online course work, video conferences, webinars, etc. Utilize technology to minimize travel, time, and related cost for program participants.

5. FY2015, each grantee must implement a fast-track induction model that promotes successful transition to teaching in career-technical education and provides an accelerated path for building the capacity of teachers to impact student academic and technical achievement. The following will be required for each grantee to participate and attend.
  • ODE will select a vendor who will provide technical assistance services from July 01, 2013 through June 30, 2014 to grant recipients. The vendor will provide consulting, training, and implementation assistance that will help guide and direct the preparation and customization of the induction model and deliver support for its implementation.
• For the period of July 1, 2013 to June 30, 2014 the following technical assistance services will be provided by the vendor and grantee(s) will be required to participate and attend.
  1. Two facilitated planning sessions to customize the model within the context of current CTE teacher certification and training policies and programs and to develop a scope and sequence of all model components for the implementation year.
  2. Orientation to and use of the induction model materials, including professional development modules.
  3. A training session for induction model instructors on the implementation of the model, particularly delivery of professional development instruction and support components.

**Deliverables for FY2015 Allocations:**
The following fast-track induction model must be implemented by all grantee(s) in FY2015. *This model must be integrated with the FY2014 deliverables outlined above.*

The Ohio Department of Education and grantee(s) will implement the Career-technical (CTE) Teacher Preparation Project, a fast-track induction model that promotes successful transition to teaching in career-technical education and provides an accelerated path for building the capacity of teachers to impact student academic and technical achievement.

The model was designed based on the unique challenges of CTE teachers to engage increasingly diverse student populations in learning the technical, academic, and 21st century knowledge and skills necessary for further learning and the workplace. It consists of both professional development and support elements, including mentoring from an educator in the teacher’s school, coaching from the professional development instructor, the guidance of a school administrator, and the support of electronic communities of practice with colleagues.

**Partnership Commitments**
The purpose of this partnership is to implement the induction model with fidelity. In addition to the technical assistance provided by the vendor, partners agree to support the following key conditions and to recognize the importance of these key conditions in realizing the full potential of the model to impact teacher competence, self-efficacy, and commitment to the profession.

**High Quality Professional Development**
- The CTE Teacher Preparation Project includes professional development curriculum modules based on the researched needs of beginning CTE teachers. The content from all four professional development modules must be integrated into the professional development sessions.
- The sequence and duration of the professional development sessions is important. An intensive summer experience prior to the first year of teaching, on-going sessions throughout the first year, and an intensive summer experience following the first year are essential.
- The instructional delivery must include the prescribed authentic teaching tasks, modeling of effective teaching practices, opportunities for reflection, interaction with peers, and practice and feedback.

**High Quality School Support**
• Local mentors and administrators must be trained in the induction model materials and supported in frequent, substantive interaction with the beginning teacher throughout the first year.
• Professional development instructors must visit the beginning teacher at least three times to observe instruction, provide feedback and meet with mentors and administrators to coordinate support.
• On-going electronic support must be provided to encourage a community of practice among the beginning teachers through the use of webinars, websites, and other electronic communication.

Expected Outcomes:
Results will be measured by an annual Report of Progress that includes:
1. Impact on professional development programs, including initial teacher preparation, measured based on quantifiable data of completers licensed to teach (RE and S program paths) or completers successful in their first four years of teaching (A-RE program path), instruction including aspects of the bullet points detailed above (e.g. specific detail of completers demonstrating effectiveness in differentiated instruction; or in the case of professional development number of participants, agenda, handouts and evaluations);
2. Credentials of faculty teaching courses or programs in the designated program;
3. Revision of programs to meet the Ohio licensure standards for educator preparation;
4. Numbers of students in programs, as well as completers teaching. (Data must be collected throughout year and reported on June 30, 2014 and 2015.)
5. Implementation of teacher licensure standards and approved programs in accordance with institutional policies, Ohio Department of Education and applicable accrediting agencies;
6. Program leadership with full-time faculty, administrative support and program counseling;
7. Transferability within and between institutions and acceptance of coursework from community colleges to encourage professional pathways for educators; and the flexibility in accepting equivalent coursework taken prior and in other institutions.

Conditions:
1. Grant funds will be awarded based on proposal presented as it aligns to the initiatives of ODE and Perkins.
2. The grant recipient must demonstrate the capacity to manage the grant activities.
3. Quarterly draw-down of funds at minimum; failure to do so could result in reduction of grant funding.
4. Grant recipients limited to Ohio institutions.
5. Submission of Progress Report by July 30, 2014 and 2015, to include but not limited to outcome data as described under expected outcomes section.

Required Documentation and Submission Guidelines:
One original and three copies of the application are to be submitted in the following order using the identified form or format:
Section 1: Cover Page (See section 1-Cover Page on the CTE Website)
Go to www.education.ohio.gov, do a key word search for, “CTE Grants,” click on the first link, CTE Grants (non-CCIP). The cover page must identify one contact person and the fiscal agent by name, address, telephone number, email and fax. The grant recipient and
fiscal agent must be a postsecondary academic institution, ultimately responsible for fulfilling the objectives of the grant.

Section 2: Proposal Narrative
This Proposal Narrative should indicate how the applicant will address, at the minimum, the Goals for FY2014. This Proposal Narrative is not to exceed 10 single-spaced pages using 12-point font.

Section 3: Activities Page (See section 3- Activity Page on the CTE Web at the above reference.)
Section 4: Budget Sheet (See section 4 –Budget Sheet on the CTE Web at the above reference.)
Section 5: Budget Narrative (See section 5-Budget Narrative on the CTE Web at the above reference.)
Section 6: Assurances (See section 6-Assurances on the CTE Web at the above reference.)
Pages 5 and 8 of the Assurances must have original signatures.

Reporting Requirements:
- Quarterly reports are required on all grants funded at $25,000 or higher. Quarterly Reports are due October 15, January 15 and April 15.
- A Final Expenditure Report (FER) is required of all grants and must be submitted by August 31.
- Annual Progress Report is required to be submitted by July 30.

Allowable Expenditures:
- These grant funds may not be used to supplant other funds.
- No teacher stipends may be paid from these funds.
- Grant funds may not be used for equipment.
- Grant funds may be used for staff travel to: provide linkages to school districts, ODE-sponsored events, professional development related to the grant
- Indirect costs may not exceed 5% of the total grant.
- Costs related to local and regional business and industry, community, and post-secondary partnerships are allowable.
- Teacher training/professional development costs are allowable.
- No costs for food or beverage are allowed, unless such costs are included in an allowable travel reimbursement.

Fiscal Guidance:
- Grant funds will not be released prior to the fiscal year, beginning July 1.
- Grantee must work with the Ohio Department of Education/Office of CTE personnel for the duration of the project.
- The Ohio Department of Education reserves the right to modify the grant award or request return of the funds upon failure to complete the approved program initiatives.
- All grant-related paperwork (including grant application, Project Cash Requests (PCR), Final Expense Reports (FER) and program report/s) must be submitted on time. The documents outlined in Reporting Requirements above must be submitted to the Ohio Department of Education. Quarterly reports are due October 15, January 15 and April 15.
- Grantee is required to follow federal and state cash management rules. The Ohio Department of Education reserve the right to review and possibly reallocate the grant award on January 30 if more than 50% of the award has not been requested and/or obligated.
- All funding must be obligated by June 30, of the fiscal year. No budget revisions will be accepted during the final 30 days of the award period.
- A Final Expenditure Report (FER) must be submitted by August 31, of the fiscal year.
Compliance must be met with all federal and state laws, rules, regulations, and auditing standards that are applicable to the performance of this grant.

Progress Report showing activities undertaken and results data must be submitted by July 30.

Proposal Review Process:
Only those proposals received by **3:30 PM EST, June 01, 2013**, will be reviewed using the process below; **late proposals will not be reviewed**.

1. Completeness of proposal
2. Inclusion of Goals for FY12-FY13 Allocation

Submission
Applicants are responsible for verifying receipt of applications and understand that incomplete submittals or incorrect information could be cause for disqualification. Applications containing all required elements will receive careful review but cannot be guaranteed funding. Proposals become the property of the Ohio Department of Education.

ODE may cancel this RFP, fund a portion of the project, reject all proposals and/or seek to meet the objective through a new RFP or other means if none of the proposals are deemed acceptable.

Ohio Revised Code (O.R.C.) Section 9.24 prohibits the State from awarding a grant to any provider(s) against whom the Auditor of the State has issued a finding for recovery if the finding is “unresolved” at the time of the award. By submitting a proposal, a provider warrants that it is not now nor will it become subject to an “unresolved” finding for recovery under O.R.C. 9.24 prior to the award of any grant arising out of this RFP, without notifying the Agency of such finding.

The Ohio Department of Education reserves the right to fund any proposal in full or in part, to request additional information to assist in the review process, to require new proposals from interested parties, to reject any or all proposals responding to this RFP, or to re-issue the RFP if it is determined that it is in the best interests of the State of Ohio. Issuing this RFP does not bind the State to making an award. The Ohio Department of Education staff will administer the RFP. ODE reserves the right to adjust the dates for this RFP for whatever reasons are deemed appropriate.

Any questions regarding the RFP or the application process should be made to:

Jamie Nash, Associate Director
Ohio Department of Education
Office of Career-Technical Education
25 S. Front Street, Mail Stop 609
Columbus, Ohio 43215-4183
Office: 614-752-1366
Cell: 614-653-9279
Fax: 614-644-5702
Email: jamie.nash@education.ohio.gov

The final Application should be submitted to:
Jamie Nash, Associate Director
Ohio Department of Education
Office of Career-Technical Education
25 S. Front Street, Mail Stop 609
Columbus, Ohio 43215-4183
Office: 614-752-1366
Cell: 614-653-9279
Fax: 614-644-5702
Email: jamie.nash@education.ohio.gov