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West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700

Charleston, West Virginia 25301

www.hepc.wvnet.edu

MEMORANDUM

FROM: Mark Stotler 
Director of Academic Programming

DATE: August 31, 2016

RE: **Improving Teacher Quality Grants**

A Request for Proposals for the Improving Teacher Quality (ITQ) grants program is now available. Proposals must be postmarked by December 9, 2016 and will be for projects that begin summer 2017. This will be the last year of funding for the program. The *No Child Left Behind Act* has been replaced by the *Every Student Succeeds Act*. The new legislation did not retain the ITQ program. The RFP is virtually unchanged from last year.

The narrative section of any proposal should not exceed 15 pages and proposals should be double-sided.

I encourage you to share this RFP with members of your campus community. Individuals interested in submitting a proposal are encouraged to participate in a Technical Assistance Workshop that will be conducted by conference call on September 23.

Contact me if you have any questions.

DIVISION OF ACADEMIC AFFAIRS

(304) 558-0261 *phone* • (304) 558-0089 *fax*

REQUEST FOR PROPOSALS 2016



NO CHILD LEFT BEHIND

Act of 2001

Improving Teacher Quality State Grants Program

Please Submit to:

Dr. Mark W. Stotler

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East – Suite 700

Charleston, West Virginia 25301

Phone: 304.558.0262 Fax: 304.558.0089

E-mail: mark.stotler@wvhepc.edu

**Proposal Application Deadline:
Postmarked by December 9, 2016**

Section 1: Background

The Improving Teacher Quality State Grants Program (Title II) is part of the No Child Left Behind Act of 2001 which places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II program focuses on preparing, training and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified.

The West Virginia Higher Education Policy Commission administers a portion of Title II, Part A funds to make competitive subgrants to eligible partnerships comprised of at least institutions of higher education (IHEs) and high need Local Educational Agencies (LEAs). The partnerships use the funds to conduct professional development activities in core academic subjects in order to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, or in computer-related technology to enhance instruction. Core academic subjects include arts, civics and government, economics, English, foreign languages, geography, history, mathematics and science.

Note: No Child Left Behind has been replaced with the Every Student Succeeds Act. This new legislation did not continue funding for the Improving Teacher Quality State Grants Program. This will be the last round of funding.

Section 2: Program Administration

A. Awards

The West Virginia Higher Education Policy Commission will receive **\$481,506** to be distributed on a competitive basis to eligible partnerships.

B. Timetable

September 7, 2016	Request for Proposals (RFP) available to applicants
September 23, 2016	A Technical Assistance Workshop will be conducted by a conference call at 10:00 am on September 23. Please contact Jelayne Crosier at jelayne.crosier@wvhepc.edu by September 22 for call-in information. First time applicants are strongly encouraged to participate.
December 9, 2016	Deadline for receipt of proposals (Must be postmarked by this date)
February 8, 2017	Formal notification of awards
June 1, 2017- June 30, 2018	Project funding period for 2016-2017 grant awards

C. Eligible Partnerships

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

An eligible partnership also may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:

- (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
- (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; ***and***
- (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
- (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

For Part A of the high-need definition: The U.S. Department of Education has determined that the only uniform and consistent data that reflect the number or percentage of children served by the agency from families with incomes below the poverty line, a term which is defined in section 9101(33) of the ESEA, are data periodically collected and reported by the U.S. Census bureau. The Census bureau's poverty data reflect an estimate of the number of these children for every school district in West Virginia.

For Part B of the high-need definition: Applicants are required to utilize school district data regarding the percentage of courses taught by a highly qualified teacher. Eligible school districts will be those with a percentage of classes taught by highly qualified teachers below 97 percent. The most recent data reported by the WV Department of Education is for the 2012-13 year.

When the two parts of the high-need definition are merged, the following counties are eligible to serve as a required high-need LEA partner:

Barbour, Boone, Cabell, Calhoun, Clay, Doddridge, Fayette, Grant, Greenbrier, Hampshire, Jackson, Kanawha, Lewis, Lincoln, Logan, Mason, McDowell, Mercer, Mingo, Nicholas, Preston, Raleigh, Randolph, Ritchie, Summers, Taylor, Tucker, Tyler, Upshur, Wayne, Wetzel, and Wyoming

All other counties may still participate in a project if teamed up with at least one high-need county.

D. Eligible Projects

The *No Child Left Behind Act of 2001* authorizes program funds to be used to support the following two major areas of partnership activities that are tied to enhancing student achievement in high-need LEAs:

- 1) Professional development activities in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography) to ensure that:
 - i) Teachers and highly qualified paraprofessionals (and, when appropriate principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance students learning); and
 - ii) Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high quality professional development activities that:
 - i) Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and students academic achievement;
 - ii) May include intensive programs designed to prepare individuals to provide instruction related to the professional development describes above to others in their schools; and
 - iii) May include activities of partnerships between one or more LEAs, one or more of the LEA's schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

E. Funding Priorities

Basic:

The funding priorities listed below will receive the highest consideration. Proposals submitted from a partnership should address at least one of the priority areas listed below to be considered for funding. The activities are listed in order of priority.

1. Enhance the content and pedagogical knowledge of teachers, qualified paraprofessional, and principals (if appropriate) in the core academic subjects. Such training should be directly tied to state content and assessment standards.
2. Provide training for teachers, qualified paraprofessionals and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement.
3. Provide professional development for principals to enhance their instructional leadership skills; such training should be directly tied to state content and assessment standards.
4. Provide training teachers, qualified paraprofessionals and principals in the use and interpretation of assessment methods to enhance instructional practices and improve student learning.

Specific priorities:

In addition, priority consideration will be given to projects which:

1. Target schools that have been classified as Priority or Support schools under the Accountability System established by the WV Board of Education.
2. Address the implementation of West Virginia College and Career Readiness standards designed to better prepare students for college. Grant activities should focus on training teachers to become proficient in teaching to these new standards.
3. Provide evidence that lessons learned through these projects are being incorporated into teacher preparation programs.

F. Cooperative Planning

Activities **must** be planned cooperatively with the high-need LEA(s) and other partners (including any other LEAs). The local needs assessment performed by the LEAs, school improvement plans and local strategic plans or school system goals must guide the planning of grant activities. The activities must be targeted to assist low-performing schools within the partner LEA(s). Each applicant must provide a formal agreement with LEAs to provide sustained, high-quality professional development for the teachers in the schools. This agreement must show evidence of teacher and administrator involvement in project planning (e.g. meeting dates, places, topics, participants, etc.) **and** proposal development.

Each activity supported shall involve the joint effort of the institution of higher education's school or department of education (College of Education) and departments in the specific content discipline (e.g. mathematics, physics, English) in which the development will be provided. For example, a project proposed by a university mathematician must include collaboration with faculty from the university's department of education. In like manner, a project proposed by a faculty member in a department of education must include collaboration with faculty from the university's department of mathematics. This is required explicitly in statute. If an appropriate department is not present on the campus, the institution submitting the proposal should consider partnering with another institution.

Each member of partnership is required to complete the Partnership Agreement form included with this RFP. At a minimum, the form should be completed by the school of education, the appropriate arts and sciences division and a high-need LEA.

G. Funding Requirements

Additional criteria which must be satisfied to be considered for funding include:

- All projects must be of sufficient intensity and duration as to have a lasting and positive effect on the teachers' classroom performance. Effective professional development has a year-round focus. Academic year projects should have **substantial** contact hours that include follow-up activities undertaken throughout the year that sustain change in classroom/school practice. Follow-up must be available to all participants and provide continuing reinforcement of project objectives. Follow-up activities may include but are not limited to group meetings, classroom observations, by the project personnel, workshops and seminars, mentoring, and one-on-one meetings. Summer workshops **must** be supplemented with significant follow-up activities. Short-term projects will not be supported.

- All projects must be tied to challenging State content standards and challenging State student performance standards (the proposal should demonstrate an awareness of and commitment to the Professional Development Goals for West Virginia as established by the West Virginia Board of Education).
- All projects must be integrated into the systemic reform efforts of the State, school districts and individual school. The proposal should indicate an awareness of and commitment to District 5-year plans or multi-county plans.
- All projects must include strong academic content and pedagogical elements;
- All projects must provide demonstrable evidence that the activities are designed to meet the needs of a high-need LEA. Projects designed to serve multiple counties must provide evidence that an emphasis is given to high-need LEAs;
- All projects must be submitted by a partnership as defined above and include all partnership agreements.
- The partnership must ensure that the services are offered on an equitable basis to public and private school teachers.
- Grant awards must be equitably distributed by geographic area within the State or the grants must serve eligible partnerships in all geographic areas within the State.
- All projects must include a strong evaluation plan with components to measure actual use and impact of the professional development activities on classroom instruction or school administration. The evaluation plan should address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the professional development on participants and on student achievement. The plan should include:
 1. the types of data to be collected;
 2. when data will be collected;
 3. methods for collecting data;
 4. means of analyzing the data;
 5. how information from the data will be used to monitor success, makes changes in program design, if necessary; and
 6. provide accountability information about the project's success.

Special consideration will be given to projects with evaluation plans that incorporate some form of student assessment.

- A proposed activity and strategies **must** be grounded in scientifically-based research. A research base must be presented that demonstrates the benefits of the proposed activities.

Scientifically based research is defined as “research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” The statute indicates that this kind of research:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations and across studies by the some or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the conditions of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

H. Budgetary Guidelines

In order to meet the diversified needs across the state, the maximum amount that will generally be awarded for any one project is \$75,000. A higher award may be considered if a project impacts a large number of LEAs and involves a significant number of teachers.

LEAs are required to provide a financial commitment to the project beyond an in-kind contribution. This support is viewed as recognition of the value of the proposed activity.

The Teacher Quality Grants Program will consider funding for salaries and wages of staff and instructional consultants, fringe benefits, participant stipends, travel, instructional materials, supplies, project evaluation and indirect costs. While major equipment purchases will not be considered, equipment necessary for the instruction proposed may be considered on an individual project basis. Guidelines from the U.S. Department of Education stipulate that grant funds may not be used for hospitality unless deemed reasonable and necessary. Any request for hospitality will need to be thoroughly documented. General guidelines are listed below.

While these are subject to change based on the number of proposals and recommendations of the reviewers, adherence to the guidelines is recommended. These are considered to be maximum amounts and may be lower in order to provide greater support in other areas.

Project Director's Salary:	\$2,500	(one week workshop)
	\$3,750	(two week workshop)
Primary Instructional Consultants:	\$2,800	per week of workshop (includes follow-up activities)
Instructional Assistants:	\$1,400	per week of workshop (includes follow-up activities)
Administrative Assistance:	\$ 500	per week
Participant Stipends:	\$100	per day
Fringe Benefits:	27.5%	
	Prorated for part-time employees	
Indirect Costs (Overhead)*	8%	
	May not be applied to any education support (tuition)	

A project director who also serves as an instructor may receive support from both line items. The program will not provide support for both participant stipends and participant travel. Matching funds from other sources should be considered.

Special Rule: Section 2132(c) of the federal law states that “no single partner in an eligible partnership (i.e., no single high-need local education agency (LEA) no single institution of higher education (IHE) and its division that prepares teachers and principals, no single school of arts and sciences, and no single other 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. Examples are listed below.

- Tuition grant funds are considered to be used by the LEA since the funds benefit the teacher participants. Grant funds that pay for books, materials and supplies, and other participant support costs are considered to be used by the LEA.
- IHE faculty time paid by the grant, costs to develop professional development materials, expenses incurred to conduct the professional development may be treated as funds by the division of the IHE that bears these costs.
- Grant funds paid as salaries to mentor teachers of adjuncts teachers who are employed by a school district may be considered as “used” by the LEA
- Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- Indirect costs are attributable to the partner that “uses” the corresponding funds as direct costs. In most cases, this would be the IHE.

When developing a budget, an applicant must consider how the funds will be “used” by the various partners. A funded project will have to provide evidence on how funds are “used.”

Section 3: Proposal Submission and Format Guidelines

A. Submission Guidelines

Only complete proposals will be considered. A complete proposal is one that follows the guidelines outlined in Section B below. The narrative should not exceed 15 pages.

Please submit ten (10) double-sided copies of the proposal. One (1) copy must contain the original signatures of the project director and an administrator authorized to commit the institution in program and fiscal matters.

B. Format Guidelines

All proposals **must** use the following format, including headings. It is essential that all elements of this outline be explicitly addressed and the proposed elements should be presented in the order described. All pages must be numbered. The Review Panel will appreciate proposals that are clear, concise, complete and carefully written. The proposals must clearly address the funding priorities and requirements summarized in Section 2 of this RFP (particularly subsections C, D, E, F and G).

- I. Cover Sheet: (Attached) **Note the required project abstract.**

- II. Teachers Served: Identify how many and which teachers will be served by school district, school level and discipline. (e.g. 20 middle and high school math teachers from Kent County.) Describe the activities that will be utilized to recruit participants from the highest need schools. Identify targeted schools. Indicate the number of teachers served who are not highly qualified as defined in Section 2E. Describe the specific recruitment activities to ensure participation of public and nonpublic schools.
- III. Statement of Need: Identify the specific needs for content knowledge and instructional skills improvement of teachers in the proposed districts to be served. Thoroughly document how the district project-related needs were determined. If this is an ongoing project or a replication of a past project, provide evidence of success. Indicate if school district has failed to meet Annual Yearly Progress.
- IV. Project Priorities: Describe how the activities will align with the basic and specific priorities as provided in Section E of this RFP. Indicate how the project supports established goals and standards of professional learning established by the WV Board of Education.
- V. Plan for Implementation: Describe the activities and processes by which those needs will be met. Provide evidence that the activity is built on scientifically based research as stated in Section E of this RFP. As **Appendix D** of the application, provide a syllabus and a plan or schedule of activities including a timeline, staff person responsible and indicators of success. Describe follow-up activities that will provide reinforcement and implementation assistance to participants. Indicate the number of contact hours expected. Describe how the goals and objectives of the project will be incorporated into pre-service education.
- VI. Indicators of Success: **Describe** the impact on teachers. As a result of their participation in this project what will the teachers a) have learned and b) do differently in the classroom. **Describe** the impact on students. How will the teachers' learning and practice translate into improved learning outcomes for their students? **Describe** the immediate and longer-term impact on the school and/or district. **Describe** the impact of this project on the college/university's future approach to preparing teachers. How will it serve to:
 - embed successful professional development strategies into the ongoing curriculum of a teacher preparation program?
 - improve specific aspects of the teacher preparation program?
- VII. Intra-institutional Cooperation: Describe in detail the involvement and role of the university or college partners involved in this grant proposal - the college/department of education and the content area discipline. As **Appendix E**, include a Partnership Agreement form (attached) for each partner.
- VIII. Local School Involvement: Describe the involvement of local school districts in identifying the needs and developing the program. The proposal should include a formal agreement with the local school districts. Indicate the level of local funding support. Support letters should be provided from all participating school districts. As **Appendix E**, include a Partnership Agreement form for each LEA partner. Identify any private schools in the district and provide evidence that they were provided with an opportunity to participate.

- IX. Planning Process: Describe the overall planning process, including meetings and discussions held with partners (identify participants). Be specific in detailing the involvement of the parties in each phase of the project.
- X. Evaluation: Describe in detail the evaluation plan to be used to assess the project. This plan must include measurable targets which describe progress toward meeting the project's objectives and a means to assess increases in teachers' content knowledge and practices, classroom instruction and student performance. Pre/post testing should be incorporated into the evaluation at the conclusion of the summer workshop **and** at the conclusion of the project. Follow-up visitations into the classrooms are encouraged and can be supported in the budget.
- XI. Program Personnel: Describe the role of the proposed project staff and the commitment of time of each person to the project. Describe the educational background, employment history and professional activities that relate to the ability of all project personnel to perform the work set forth in the proposal. Include vitae for the project director, primary instructors and any other key instructional personnel **Appendix C** (two pages per person maximum).
- XII. Fiscal Resources and Budget: Provide information showing that institutional resources and administrative support are adequate to carry out the activities of the project. Delineate the institutional actions and commitments in support of the desired activity. Describe the cost effectiveness of the project as reflected in the proposed budget. The proposed budget should be attached as **Appendix A** and show expenditures by category and include all sources of funding. A brief narrative **must** be provided for each line item and attached as **Appendix B**. A sample format is attached and its use is encouraged.

After the narrative, include the following documents in this order:

- A. Budget Proposal and breakout
- B. Budget narrative
- C. Instructional Vitae
- D. Course syllabus and timeline of activities
- E. Partnership Agreements
- F. Certificate of Assurances

C. Certificate of Assurances

Assurances must be provided by an authorized institutional official that the institution intends to comply with all applicable regulations, policies, and requirements related to the acceptance and utilization of federal funds for the proposed project. The attached form should be signed by appropriate officials at the institution and included as **Appendix F**.

Proposals and inquiries should be addressed to:

Dr. Mark W. Stotler

Assistant Director of Academic Affairs

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700

Charleston, WV 25301-2827

Phone: 304.558.0262 Fax: 304.558.0089

E-mail: mark.stotler@wvhepc.edu

Section 4: Selection, Notification, and Appeal

A. Selection

All proposals will be reviewed by a Review Panel chosen by the staff of the Higher Education Policy Commission. The panel will consist of representatives from public and private institutions of higher education, the State Department of Education, public school districts and other entities involved in professional development for teachers. The Review Panel will rate each proposal against the priorities, requirements and other criteria listed under subsections C, D, E, F and G of Section 2 of this RFP. The Review Panel may recommend negotiation with an applicant on the scope of the project and/or the amount of the award.

B. Notification

The Review Panel will conclude their deliberations by **January 30, 2017**. Each project director will be notified of the action taken on his/her proposal by February 8, 2017.

C. Appeal

If a proposal is not selected for funding, the applicant may appeal that decision to the Director of Academic Affairs for the West Virginia Higher Education Policy Commission. Such appeals must be made in writing with a postmark no later than two calendar weeks after receipt of notice of non-selection. The appeal must state why the applicant believes that an improper decision was made. The Director shall review the appeal and make a decision within two calendar weeks.

Section 5: Fiscal Control and Accounting Procedures and Reporting

Allowable costs of institutions of higher education and non-profit organizations are determined by the cost principles contained in the Code of Federal Regulations, Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards). Final end-of-the-year fiscal reports will be required. A portion of the funds awarded, (normally 25 percent) will be held until a final report of project content and expenditures is received and accepted.

Budgets for competitive awards to institutions of higher education will be submitted and approved as part of the competitive review process. Budget proposals will be reviewed for compliance, completeness, and appropriateness. After an award has been made and a contract agreement approved, the institution may draw funds to cover appropriate expenditures in accordance with the established schedule and state accounting procedures.

All public institutions of higher education are audited annually by the State Auditor and private institutions have an annual independent audit. Any funds awarded and spent under the Improving Teacher Quality State Grants Program will be included in such audits.

Approved projects will receive official award letters detailing required reporting procedures and documentation.

Appendix A
PROPOSED BUDGET
Improving Teacher Quality Grant Program

INSTITUTION:	Title II Funds	LEA Funds	College/University Funds	Other Funds
PROJECT DIRECTOR:				
1. Instructional Personnel (provide narrative)				
A. Salaries				
1.				
2.				
3.				
4.				
B. Fringe Benefits				
2. Support Personnel (provide narrative)				
A. Salaries				
1.				
2.				
3.				
4.				
B. Fringe Benefits				
Sub-Total Personnel Costs	\$ -	\$ -	\$ -	\$ -
3. Participant Costs (provide narrative)				
a. Stipends				
b. Books				
c. Instructional Materials				
d. Travel				
e. Room and Board				
f. Other				
Sub-Total Participant Costs	\$ -	\$ -	\$ -	\$ -
4. Administrative Services/Supplies (provide narrative)				
a.				
b.				
5. Evaluation Costs (provide narrative)				
a.				
b.				
6. Other Travel (provide narrative)				
7. Additional Costs (provide narrative)				
a.				
b.				
c.				
d.				
Sub-Total Administrative/Miscellaneous	\$ -	\$ -	\$ -	\$ -
Total Direct Costs				
Indirect Costs (8%)				
TOTAL PROJECT COSTS				

Appendix E

PARTNERSHIP AGREEMENT

West Virginia Higher Education Policy Commission Improving Teacher Quality Higher Education Grants Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed *Improving Teacher Quality Higher Education Grants Program*. A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution, school of education, division of arts and sciences, and a high need LEA).

_____, agrees to make the
(Name of Organization)
following contributions or play the following roles in the project:

The organization assures that this proposal addresses the following professional development need(s) identified by the LEA's needs assessment:

The organization further assures that this proposal was developed with input from the following higher education and LEA faculty and or staff:

Lead Contact Name _____

Signature _____

Date _____

Appendix F

STATEMENT OF ASSURANCES Improving Teacher Quality Higher Education Grant Program

(Name of Institution or Organization)

Hereby provides assurances to the West Virginia Higher Education Policy Commission that if this institution receives a grant under the terms of the *No Child Left Behind Act of 2001*, it will:

1. Retain records of the program for three years and allow access to those records for purposes of review and audit.
2. Comply with all regulations, policies and requirements, as provided in 2CFR Part 200 as they relate to the application acceptance and use of federal funds for this federally assisted project.
3. Comply with all provisions of the NCLB program as provided in Title II of Public Law 107-110.
4. Use funds from the Improving Teacher Quality Grant Program only to supplement and augment, and not to supplant, funds from nonfederal sources.
5. Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
6. Comply with Section 504 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. 794) which prohibits discrimination on the basis of handicap in programs or activities receiving federal financial assistance.
7. Comply with the Age Discrimination Act of 1975, as amended, (42 U.S. C. 6102 *et seq.*) which prohibits discrimination on the basis of age in program or activities receiving federal financial assistance.
8. Certify that the institution sponsoring the grant project provides now, and will continue to provide for the duration of the grant, a drug-free workplace (*i.e.*, a site for the performance of work done in connection with a specific grant at which employees of the grantee are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance) and will otherwise comply with the requirements of the federal Drug-Free Workplace Act of 1988.
9. Ensure that all promotional materials and documents developed in support of the project will credit the *No Child Left Behind*/Title II Program administered by the West Virginia Higher Education Policy Commission.
10. Ensure that the project will be announced and available to teachers and principals in both public and private schools.
11. Provide data on participants as requested by the U.S. Department of Education by completing all required reports.

Authorized Signature of Institution

Date

Improving Teacher Quality State Grants Program
 No Child Left Behind Act of 2001
 2016-2017 Proposal Cover Sheet

1. **Proposing Institution(s):**

2. **Project Title:**

3. **Project Abstract:**

4. **Discipline:**

Arts _____	Civics & Government _____	Economics _____
English _____	Foreign Languages _____	Geography _____
History _____	Mathematics _____	Science _____

5. **Project Director Information:**

<i>Name:</i>	
<i>Title:</i>	
<i>Address:</i>	<i>Telephone:</i>
<i>Address:</i>	<i>Fax:</i>
<i>City, State, Zip</i>	<i>E-mail:</i>

6. **Proposed Budget**

Requested from Grant Funds	\$
Provided by proposing institution(s)	
Other	
TOTAL	\$

7. **Cooperating School District(s):**

8. **Institutional Authorization:**

<i>Name:</i>	<i>Title:</i>
<i>Signature:</i>	<i>Date:</i>

Proposal Checklist

* Complete and mail with your proposal *

This checklist is provided to ensure that **critical** elements of the RFP are addressed and included in the proposal.

Cover Page

Appropriate signatures are provided

Contact information is complete

All blocks are completed

All Required Members of the Partnership are Present and Their Roles Clearly Identified in Partnership Agreements attached as Appendices

Teacher Education Division/Department of Higher Education Institution

School of Arts and Sciences at a Higher Education Institution

High-need Local Educational Agency

Other Partners

Operations

Follow-up activities are present

Recruitment activities are described and include both public and private schools as appropriate

An evaluation plan is present

Budget

Line items are within specified fiscal guidelines

A narrative explanation is provided for each budget line item

Other

Syllabus and timeline are attached as an Appendices

Vitae are included for all instructional personnel

A Certificate of Assurances is attached as an Appendix