

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**



Improving our future by degrees

REQUEST FOR PROPOSAL (RFP)

STATEWIDE MINI GRANT INITIATIVE

2017-2018

**IMPROVING TEACHER QUALITY GRANT PROGRAM
ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)**

UNDER PROVISION OF NCLB, TITLE II, PART A

PUBLIC LAW 107- 110

CFDA No. 84.367B

CLOSING DATE: OCTOBER 19, 2017

12:00 P.M. CENTRAL TIME

GOLDIE THOMPSON, PH.D.
ADMINISTRATOR, STATE TEACHER QUALITY PROGRAM
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
405-225-9143

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SUMMARY TIMETABLE UPON AVAILABILITY OF ESEA FEDERAL FUNDS

<http://okhighered.org/itq>

August 10, 2017

Request for Proposal (RFP) Dissemination Date:

- Improving Teacher Quality Mini Grant Initiative

September 1, 2017

Technical Assistance Meeting:

- 9:00-11:00 a.m.
Oklahoma State Regents for Higher Education
Regents Conference Room
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Directions:
(<http://www.okhighered.org/state-system/directions.shtml>).
- Please contact Deena Thomas dthomas@osrhe.edu to **RSVP** no later than **August 28, 2017**.
- Video conference (VC) is also available. If attending virtually, please request the **VC form** and email the completed form back to Deena Thomas no later than **August 30, 2017**.

October 19, 2017

Application Submission:

- All proposals must be submitted electronically (**one document**) and one hard copy of the grant proposal, including all the supporting documents and original signed letters and forms, postmarked and mailed by 12:00 p.m., Central Time on October 19, 2017 to:
Goldie Thompson, Ph.D.
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104-6217
gthompson@osrhe.edu
- Please see the Appendices for documentation that must be submitted.

October 19, 2017

Disclosure of Potential Conflict of Interest Form:

- Please complete the Conflict of Interest form and mail to Dr. Goldie Thompson (see address above).

October 19, 2017

President's signed Statement of Assurances and a copy of the institution's Single Audit report (*Appendix B*):

- The original copy of the Statement of Assurances signed by the University President and the Single Audit report **must be included in the application submission**.

- November 15, 2017** Memorandum of Agreement Among Partners (*Appendix C*):
- Memorandum of Agreement Among Partners must indicate the commitments for the grant period. A copy of these agreements must be mailed to Dr. Goldie Thompson (see address above).
- December 8, 2017** Notification of awards
- January 2018** Individual Directors' Meeting:
- Individual meeting with the grant directors and External Evaluators to discuss workshop implementation, data collection, and evaluation procedures.
- February 7, 2018** Initial Reports:
- The following Initial Reports are due to the Oklahoma State Regents for Higher Education (OSRHE) office via O-SAFE. (After review and approval, seventy percent of the funds will be disseminated).
 1. Participant Commitment Form
 2. Initial 50% Rule Report
 3. Data Survey
- February-April 2018** Spring Professional Development
- May 31, 2018** Final Date for Grant Activities
- June 29, 2018** Comprehensive Final Reports, including the External Evaluator Report, if applicable, are due to the OSRHE via O-SAFE one month after completion of all grant activities, no later than June 29, 2018. Following receipt, review, and approval of the following final reports, the final funds will be paid on a **COST-REIMBURSEMENT BASIS ONLY**. The final grant payment will not be made until after the grant activities have been concluded **AND** all evaluations and reports have been submitted, evaluated, and approved. All reporting forms will be available online at <http://www.okhighered.org/otc/esea-itq.shtml>.
1. Final Budget Expenditure Report
 2. Final Participant Commitment Report
 3. Final 50% Rule Report
 4. Final Narrative Report
 5. Final Internal Evaluation Report
 6. Data Survey

Improving Teacher Quality Grants Elementary and Secondary Education Act (ESEA) NCLB Title II, Part A CFDA Number: 84.367B

GENERAL INFORMATION The Elementary and Secondary Education Act of 1965 (ESEA)¹, under provisions of the No Child Left Behind Act of 2001 (NCLB) has supported effective professional development activities in the United States for decades. Improving Teacher Quality (ITQ) grants are authorized by the ESEA, Title II-A public law (107-110) and are administrated through the Oklahoma State Regents for Higher Education (OSRHE). OSRHE, which is the authorized State Agency for Higher Education (SAHE) in Oklahoma, invites eligible applicants to apply for these grants through a Request For Proposal (RFP) process. This is a competitive grant application utilizing a peer-review award process. The grants must focus on improving K-12 student academic achievement by improving effective teaching and learning in the classroom and the equitable distribution of effective educators throughout the state. Through professional development, the funds can be used for in-service teachers, highly qualified paraprofessionals, and/or effective principals and assistant principals as instructional leaders who are well-prepared to serve the schools and communities. The successful awardee will be held accountable to the public for improvements in K-12 student academic achievement.

GOALS AND OBJECTIVES The goal of the program is to ensure that all students have highly effective teachers – for example, teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs. ESEA clearly states that the purpose of teachers’ professional development is to design activities that increase teacher content and pedagogical knowledge, as well as improve teacher effectiveness in classrooms. The focus of Oklahoma ITQ mini-grant is to implement scientifically based methods to improve teacher quality, school accountability and core content knowledge leading to increased student academic achievement meeting the following priorities:

1. Provide high-quality and sustained professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
2. Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;
3. Provide effective professional development to prepare teachers with higher level thinking skills and supporting resources necessary for the Oklahoma Academic Standards implementation and transition;

¹ <http://www.ed.gov/esea>

4. Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
5. Provide teachers with challenging curriculum that aligns with the ACT College and Career Readiness Standards² to ensure students' success in higher education and to decrease the remediation rate;
6. Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
7. Incorporate scientifically research-based curriculum and practices.

**REQUIRED
PARTNERSHIP
ELIGIBILITY**

The partnerships that are awarded grants will use the funds to conduct professional development activities in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction. In accordance with federal statutes, the OSRHE awards Title II, Part A grants to **only** eligible partnerships. All eligible partners must take an active role in developing the project and not just endorse it. Successful awardees must provide collaborative documentations, such as meeting minutes, meeting agenda, etc.

A partnership must include, at a minimum: (1) a private or public institution of higher education (IHE) and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences that awards baccalaureate degrees; AND (3) a high-need local education agency (LEA). The education department (Partner #1) and the school of arts and sciences (Partner #2) may be housed within the same IHE.

A high-need local education agency (LEA) is a public or private school district or agency that meets **both** poverty constraints set forth by the Census Bureau (see the Resource section) and highly qualified status set forth by the Oklahoma State Department of Education (see the Resource section) requirement:

- A. An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line **OR** for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line³,

AND

- B. An LEA 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** for which there is a high percentage of teachers with emergency, provisional or temporary certification or licensing.

² <https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html>

³ <http://www.census.gov/did/www/saipe/data/interactive/saipe.html>

Eligible partnerships also may include additional IHEs - either two-year or four-year; LEAs public or private, whether they are high-need or not; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations, entities carrying out a pre-kindergarten program, teacher organizations; and principal organizations or businesses.

**GENERAL
GUIDELINES**

Project Director: Applicant institutions or organizations (fiscal agents) must designate a project director with a strong background in mathematics, science and/or reading and language arts. The director must be from an IHE, either two-year or four-year, but does not have to be one of the statutorily required partners. All necessary curriculum vitae for the director must accompany the proposal. The director submits the grant proposal for consideration in the selection process. If a partnership is selected, the director is responsible for the submission of all project reports which includes invoicing for grant payments on behalf of the designated institution (the fiscal agent) to the OSRHE.

Project Award Process: All grants will be awarded on a competitive basis. All proposals that satisfy minimum eligibility criteria and that include all required parts of the proposal as defined in the Application Submission Procedures will be evaluated and rated by a panel of readers on the basis of established criteria. Proposals that do not satisfy the submission requirements will not be forwarded to a panel review process. Review panels may consist of representatives from higher education institutions, PK-12 schools, and/or the public or private business sector. OSRHE staff will make the final selections based on some or all of the following criteria: ratings, risk assessment profile, project special rules, project budget allocation for each line item, and geographic distribution.

Project Notification of Award and Right of Approval: The presidents and directors of institutions submitting grant proposals will be notified of the decision regarding the disposition of their proposal by December 8, 2017. An opportunity for feedback on those proposals which are not approved will be provided upon request by the institution submitting the proposal. This request must be received by OSRHE within ten (10) business days after notification of the status of such proposal.

Project Special Rules: No single partner in an eligible partnership may benefit more than 50 percent of the funds awarded to the Proposal. Proposals must be grounded in “scientifically-based research,” defined by federal law as strategies that have been proven to work in schools. The term “scientifically-based” includes research that applies rigorous, systemic, and objective procedures to obtain knowledge that identifies teaching competencies to improve student learning. An internal systematic evaluation of program and participants must be implemented with data to be collected and submitted in the final report.

**SELECTION
PROCESS**

For a proposal to be eligible for review, it **must** meet all the following criteria:

- **Quality Partnerships:** At a minimum, all partnerships must include the following: authorized teacher preparation program; a higher education school of arts and sciences; **AND** a high-need LEA meeting both the federal requirement for a high-need LEA and state requirement for highly qualified teacher status⁴. All required partners must be involved in forming effective professional development opportunities, thus meeting the needs of teachers, schools, districts and the state. All eligible partners must take an active role in developing the project - not merely endorse it. In addition, eligible partnerships may also include another LEA, a public charter school, an elementary or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences at another IHE, a nonprofit cultural organization, a pre-kindergarten program, a teacher organization or a business.
- **Risk Assessment:** Included in the selection process is an evaluation of an applicant's eligibility, quality of application, and degree of risk applied to the federal grant award.⁵ As the awarding agency, the SAHE will use methods, such as checking of the suspension and debarment list, to assess compliance with the provisions outlined in Title 2, Subtitle A, Chapter II, Part 200, Subpart C of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- **Geographical Coverage:** To ensure that all regions within the state are served, proposals will be awarded so that the cumulative list of projects will cover the entire state. Federal law requires that professional development grant activities are equitably distributed by geographic areas within Oklahoma.
- **Project Outcome and Impact:** Proposals should demonstrate noteworthy progress toward the goal of ensuring that all teachers are highly effective, highly qualified, have the knowledge and skills necessary to help all students improve academically and meet all required priorities listed on pages 5 and 6 of this proposal. In addition to the above criteria, the OSRHE is interested in proposed partnerships that address the following:
 - Assisting teacher preparation and arts and sciences programs in the state to develop Oklahoma Academic Standards implementation and transition strategies in high-need districts;

⁴ A document reflecting high need LEA districts and HQT status is posted on: <http://www.okhighered.org/otc/esea-itq.shtml>

⁵ Federal awarding agency review of risk posed by applicants (§200.205): http://www.ecfr.gov/cgi-bin/text-idx?SID=8ddaecb916f48a1b2c4fd54a5901bacc&mc=true&node=se2.1.200_1205&rgn=div8

- Providing long-term, sustained, high-quality professional development based on the Oklahoma Academic Standards, concentrating on effective teaching and learning;
- Improving teacher candidates’ effectiveness in the classroom with expected results transferable to other school districts through strengthened collaboration among faculties of institutions for higher education, common education and other partners;
- Improving the rigor and relevance of classroom instruction;
- Changing teacher practice or teacher pedagogical content knowledge that increases student achievement in the classroom; and
- Instructing teachers in high-need schools (and all grant participants) how to use student assessment data such as state mandated assessments, ACT resources, classroom-based formative assessments or assessment tasks to improve instructional practices and student academic achievement.

**FUNDING
REGULATIONS**

For the ITQ mini-grants, approximately \$60,000 will be awarded to eligible partnerships, based on availability of ESEA NCLB Title II, Part A funds and after review and approval of the required reports.

An award will be an indication of the program’s viability to provide high quality and effective continuing professional education workshops for teachers, teams of teachers, and instructional leaders from individual schools and/or districts. The professional development workshops must be aligned with Oklahoma Academic Standards requirements, transition and implementation, **AND** the high-need school districts’ needs. The continuing professional education must concentrate on improving pedagogical content knowledge in mathematics, science and/or reading and language arts. Projects may also incorporate: data-driven decision making; peer-teaching or co-teaching among project participants; strategies to help English Language Learners (ELL) and students with English as a Second Language (ESL); as well as strategies to help low income students by integrating mathematics, science and reading/language arts content and pedagogy.

Please note that there is a maximum grant budget limit.

**MATCHING/
IN-KIND
CONTRIBUTION**

In-kind financial contributions or programmatic collaborations by participating school districts, non-public schools, other private organizations and the sponsoring higher education institution are highly recommended and should be documented in the “Matching/In-Kind” column of the proposed Budget Expenditure and explained in the budget narrative. The number of grants will be determined by the quality of proposals submitted and the size of the negotiated final budgets in comparison to the total funds available.

AWARD CATEGORIES AND ACTIVITIES This is a statewide professional development initiative upon availability of the ESEA funds. The project must concentrate on implementation of Oklahoma State Standards (mathematics, science and/or reading and language arts) and the state mandated assessments. The eligible partners may submit a proposal for the following category:

MLS Professional Development, Mentoring Support and Oklahoma Academic Standards (OAS) Implementation Category:

A statewide Mathematics, Language Arts, or Science Professional Development. Concentrating on the implementation of the Oklahoma Academic Standards for PK-12 mathematics, language arts (reading and writing), and science, with mentoring support to help prepare teachers with higher thinking skills and supporting resources necessary for these Oklahoma standards. Awards are based on availability of ESEA federal funds and approval of all federal requirements, including mandatory reports, paperwork and impact study.

1. The number of awarded projects will be limited by the geographical areas of the partnerships, size of the negotiated final budget, and availability of the total funds. Multiple awards will be funded;
2. Maximum amount is \$10,000 per project, upon availability of ESEA-Federal Funds and approval of reports;
3. Must serve a minimum cohort of 20 teachers;
 - o **Must** address how the project will deal with participants' turnover, in the event it should occur.
4. Must include mentoring support for teachers which should consist of a teacher holding a standard certificate who is appointed to provide guidance, support, coaching and assistance to a resident teacher employed by a school district.
5. Must provide a minimum 50 hours of participant contact that includes a spring institute (at least 40 hours) and five (5) mentor/mentee face-to-face visits.
6. Must illustrate measurable effectiveness and sustainability;
 - o Internal evaluation should be focused on formative data, including project progress toward the attainment of goals and fidelity to the activities and timelines set forth in the project proposals;
 - o Additional evaluation measures will focus on mentor impact, as well as teacher and student outcomes, including changes in teacher knowledge, changes in teacher practice, and changes in student achievement that may be attributed to the project;
 - o The proposal should include plans to ensure that student achievement (i.e. pre and post assessments) data at the individual student level will be collected by participating teachers or schools. The grantee may include project-developed assessments, state assessments (i.e. CRT) or other assessments taken by most Oklahoma students (early reading and mathematics assessments or ACT).

**ALL GRANT
PROPOSALS
MUST
INCLUDE:**

Scientifically researched-based pre and post assessments of participants to measure impact of grant activities on pedagogical content knowledge and the correlation to student achievement. The evaluation section must address the way in which the project proposes to collect appropriate teacher, mentor, and student assessment data. The evaluation strategies must include student scores on state assessments (at appropriate grade levels); a description of the methodology that the proposal is based on or an explanation of how it contributes to the realm of scientifically based research as defined in ESEA; and documentation of high-need LEA teachers, administrators, and/or other PK-12 personnel actively involved in the planning and/or implementation of the grant's activities.

The following evaluation components may be included:

- Teacher and student Concept Maps;
- Appropriate state mandated student assessments (or assessments that directly reflect state requirements);
- Journaling;
- Observations;
- Videotaping;
- Teacher Work Sample Methodology (TWSM).

APPLICATION SUBMISSION PROCESS All required paperwork must be submitted electronically via email to Dr. Goldie Thompson, gthompson@osrhe.edu at the OSRHE **no later than** October 19, 2017, by 12:00 p.m. Central Time. **Faxed materials will not be accepted.**

All documents must be submitted in Adobe PDF format. The designated forms accompanying the application must not be modified in any way and all documents must be assembled in the order indicated below:

1. **Cover Page** – (Template assigned)
2. **Appendix A - Institutional Endorsement Letter** - (No template assigned)
 - a. An original letter of endorsement signed by the president of the institution, who is applying for a grant. The application cannot be processed without this letter.
3. **Appendix B - Statement of Assurances** - (Template assigned)
 - a. An original Statement of Assurances signed by the institutional president (fiscal agent) to ensure that the institution is fully aware of its obligations (CFDA NO. 84.367B) to adhere to all state and federal requirements in the event the proposal is funded.
4. **Appendix C - Memorandum of Agreement Among Partners** - (Template assigned)
 - a. Federal law requires Title II, Part A higher education grant programs to have partnerships; and a Memorandum of Agreement must be submitted. These agreements must be submitted by the successful awardees no later than November 15, 2017. **Note:** All eligible partners must take an active role implementing the project and not just endorse it.
5. **Appendix D - Certification for 50% Rule** - (Template assigned)
 - a. A signed copy of the Certification form must be submitted with the initial and final expenditure budget reports. (This is also referred to as the *50% Rule Report*).
6. **Appendix E - Expenditure Budget** - (Template assigned)
 - a. The project must provide a proposed budget using the attached template. An explanation of the allocation and cost-effectiveness of the project is required. The possible leveraging of Matching/In-Kind contributions from other sources is encouraged.

7. **Appendix F - Expenditure Budget Narrative** - (No template assigned)
 - a. Include detailed descriptions and justification for each line item's associated cost. A detailed Expenditure Budget Narrative is required.

8. **Appendix G - Anticipated Outcome Chart** - (Template assigned)
 - a. Anticipated Outcomes Chart describing project's comprehensive goals, objectives, and accomplishments is required.

9. **Appendix H - Partnership Collaboration Support Documents** - (No template assigned)
 - a. Successful awardees must submit all the necessary documentation justifying active collaborations among required partners on the timeline and development of this project by November 15, 2017.

10. **Appendix I – Director and Supporting Personnel's Curriculum Vitae (CV)** - (No template assigned)
 - a. The CV should not be more than two pages.

11. **Abstract** - (No template assigned)
 - a. An executive summary of the project must be submitted in an APA style (typed, double-spaced, on standard 8.5" x 11" paper with 1" margins on all sides, using 12 pt. Times New Roman font).
 - b. No more than one page

12. **Comprehensive Project Narrative** - (No template assigned)
 - a. A comprehensive project narrative meeting all the RFP's required components must be submitted in an APA style (typed, double-spaced, on standard 8.5" x 11" paper with 1" margins on all sides, using 12 pt. Times New Roman font).
 - b. No more than 10 pages

13. **Conflict of Interest Form** - (Template assigned)
 - a. All candidates must complete a form verifying the absence or existence of any conflict of interest that may affect the grant project and/or research conducted on behalf of the grant project.

In addition to electronic submission, one original copy of the comprehensive grant proposal, abstract, all the original copies of the required appendices, and additional support documents must be assembled in above manner, postmarked and mailed by 12:00 p.m., Central Time on October 19, 2017 to:

**Dr. Goldie Thompson
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104-6217**

The downloadable copies of the RFP application and required appendices templates are available on the website: <http://www.okhighered.org/otc/esea-itq.shtml#>.

**APPLICATION
SCORING
PROCESS**

The following scoring rubric will be used by the independent reviewers to score all the proposals.

| PROJECT OBJECTIVES (25 POINTS) | |
|---|--------|
| How well do the project’s objectives align with the needs of the partnering high-need LEA(s)? | 5 pts |
| How well do the project’s objectives address using challenging curriculum concentrating on the Oklahoma Academic Standards implementation and the ACT College and Career Readiness Standards? | 10 pts |
| How well do the project’s objectives address improving participants’ content and pedagogical knowledge, and how will the student outcome data be used to determine the project’s effectiveness? | 10 pts |
| REQUIRED PARTNERSHIPS (NO POINTS) | |
| <p>Does the grant meet the partnership eligibility requirement?</p> <p style="padding-left: 40px;">A high-need local education agency (LEA) is a public or private school district or agency that meets both poverty constraints set forth by the census bureau (see the Resource section) and highly qualified status set forth by the Oklahoma State Department of Education (see the Resource section) requirement:</p> <p style="padding-left: 40px;">A. An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line OR for which not less than 20 percent of the children served by the agency are from families with incomes below the</p> | 0 pts |

| | |
|---|--------|
| <p>poverty line⁶,</p> <p>AND</p> <p>B. An LEA 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 for which there is a high percentage of teachers with emergency, provisional or temporary certification or licensing.</p> | |
| PLAN OF OPERATION (10 POINTS) | |
| How realistic and clearly defined are the anticipated project’s outcomes? Do the proposed activities align with and/or contribute to the realm of scientifically based research? | 5 pts |
| Does proposal provide 40 hours of professional development training? How well do the proposed timeline and use of curricula/materials promote the stated objectives of the project’s activities? | 5 pts |
| INTERNAL EVALUATION PLAN (30 POINTS) | |
| How effective is the internal evaluation plan for determining whether the project goals are met, both for participants and their students? Are there any measurable benchmarks of success in place for the duration of the grant? | 10 pts |
| How effective is the plan for assessing the impact of the project’s activities on the partnering LEA(s)? Are appropriate follow-up services clearly planned? | 10 pts |
| How well does the evaluation plan address following multiple assessment components? Are appropriate tools in place to measure the impact and sustainability of the grant? Examples include: <ul style="list-style-type: none"> • Teacher and student Concept Maps; • Appropriate state mandated student assessments. | 10 pts |
| INSTITUTIONAL SUPPORT (5 POINTS) | |
| Evaluate the adequacy and appropriateness of the institutional support being provided to sustain the proposed activities. Is this support clearly reflected in the budget and budget narrative? | 5 pts |
| SPECIAL FEATURES AND STRENGTHS (15 POINTS) | |
| Evaluate the project’s strategies for high-need LEA teachers/administrators, mentors and higher education faculty participations in the grant activities. | 5 pts |
| Evaluate special features and institutional strengths for the proposed project. Consider such features as specialized curricula, innovative technology and techniques. | 5 pts |

⁶ <http://www.census.gov/did/www/saipe/district.html>

| | |
|--|---------|
| Evaluate special features impacting participants’ pedagogical content knowledge and instructional effectiveness. | 5 pts |
| PROPOSED BUDGET (15 POINTS) <i>The budget must reflect the “special rule” defined by Section 2132(c) that no single partner in a partnership may “use” more than 50% of the funds.</i> | |
| Does the Budget Narrative summarize this, and does the proposal acknowledge and abide by the 50% “special rule”? | 10 pts |
| Does the Budget Narrative have a detailed explanation of each item comprising this broad category and its cost? | 2.5 pts |
| Each grant may budget not more than 10 percent for administrative costs. Does the proposal acknowledge and abide by this requirement? | 2.5 pts |
| PROFESSIONAL STAFF-REQUIRED (NO POINTS) | |
| Provide summarized vitae (maximum two (2) pages per person) of all professional staff, and clearly identify the position each person will fill for the proposed program. | 0 pts |

TECHNICAL ASSISTANCE MEETING

A Technical Assistance Meeting will be held on September 1, 2017, at the OSRHE office, Suite 200, in Oklahoma City, from 9:00-11:00 a.m. This meeting will serve as a question-and-answer session for potential grant applicants. It will also include a review of the overall grant requirements, LEA eligibility requirement, high-need areas, and criteria for scientifically researched-based components. Please RSVP for this event to Deena Thomas at dthomas@osrhe.edu no later than August 28, 2017. **Note:** You can also join this meeting via videoconference (see page 3 for additional information).

FISCAL PROCEDURES

- A. Project directors/institutions are responsible for maintaining proper records of all purchased materials, non-consumable inventory items, records, and data pertaining to the activities of the awarded grant proposal for evaluation and auditing for up to five years. Timeline and procedures to assist the proposal directors with their duties and responsibilities relating to the awarded grant are found on pages three and four of this document.
- B. The partnership must designate an institution for higher education fiscal officer. All documents relating to ESEA ITQ Title II-A grants should be assigned to individual accounts/files that can be readily identified and verified. If an institution or partnership receives more than one grant, separate accounts/files should be established for each grant. Once a grant has been approved, payment will be made to the IHE fiscal office in three parts. For public institutions, payment will be made by transfer to 430 Funds in the State Finance Office. For private institutions, payment will be made by warrant.
- C. Funds must not be shifted between budget categories (line items) of a single grant unless a written approval has been granted by Dr. Goldie

Thompson gtompson@osrhe.edu. Authorization to modify the proposal in any way, shape or form must be approved by Dr. Goldie Thompson through a written request from the proposal director. Eligible expenditures will ordinarily be limited to those directly necessary and essential to the accomplishments of the proposed grant activity. Categories and limitations on allowable costs are noted in the Education Department's General Administrative Regulations (Education Department General Administrative Regulations (EDGAR) - See website:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>). You may also refer to the Cost Principles section in Subpart E of the Code of Federal Regulations (CFR).⁷

- D.** The project fund disbursement procedure is listed on page 4 of this document. Unexpended funds will be retained by the OSRHE for future funding opportunities. **Note:** There is no rollover of funds. Expenditures in excess of approved budget amounts will be the responsibility of the sponsoring institution. **Institutions that are not complying with the RFP requirements and/or not providing reports required by the OSRHE in accordance with the federal regulations will not receive their current funds and will jeopardize their future funding opportunities from the ESEA Title II, Part A State Grant Program.**

**DATA
COLLECTION
AND REPORTS**

The U.S. Department of Education requires data from the states regarding the participants involved in these grants. The successful grantees will use the Participant Commitment Form to make sure they are collecting all the information needed. Ownership of copyrights and patents or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations, state law, and local institutional policies.

1. The successful awardees' directors must submit all the required reports electronically.
2. The successful awardees must provide his/her institution's Data Universal Numbering System (DUNS) number.
3. The successful awardees must keep records that fully show: (1) the amount of funds under the grant or sub-grant; (2) how the grantee or sub-grantee used the funds, including all invoices and receipts; (3) the total cost and expenditures of project activities; (4) an explanation of the cost-effectiveness of the project and leveraging Matching/In-Kind funds from other sources; (5) complete inventory of the non-consumable items for audit trail purpose; (6) actual participants' attendance records; and (7) other records to facilitate an effective audit, such as consumable items. The OSRHE and/or the US Department of Education may request a copy of the above documents.

⁷ <http://www.ecfr.gov/>

4. In addition, all successful awardees are required to keep records to show their compliance with program requirements. Record keeping should provide auditable records that clearly document that all funds were used for activities that were reasonable and allowable to the program [EDGAR Sections 76.730 and 76.731]. Also, see the Code of Federal Regulations, Subpart E, Cost Principles.

NOTE: All non-consumable inventory items, records, and data must be maintained for up to five years for evaluation and auditing purposes.

NOTE: Any changes in program activities and/or program budget must have prior written approval from Dr. Goldie Thompson, gthompson@osrhe.edu.

NOTE: Ownership of copyrights and patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations, state law and local institutional policies.

**INTERNAL AND
EXTERNAL
EVALUATION**

1. Each grant proposal must include a plan for program internal evaluation. External evaluation, in addition to the internal evaluation, is optional. If an external evaluation is included in the grant proposal, additional requirements exist for the external evaluative report (see External Evaluator Guidelines). Evaluations should provide the requested data on multiple evaluation components that link the project's efforts to changes in teacher practice and student achievement.
2. An initial and comprehensive Final Internal Evaluation Report must be submitted.
3. All assessment tools and rubrics must be included with the final internal evaluation report.
4. If an external evaluation is desired, each proposal should include an additional amount no more than eight percent (8%) of the total grant to cover costs associated with an external independent evaluation.
5. External Evaluators' payment schedule by each awardee must mimic the OSRHE payment schedule as outlined on page 4 of this document.