

NeCoTIP

Nevada Collaborative Teaching Improvement Program

Funded by the U.S. Department of Education

**REQUEST FOR PROPOSALS
FOR
HIGHER EDUCATION PROJECTS**



Nevada System of Higher Education
System Sponsored Projects Office
5550 W. Flamingo Road Ste A2
Las Vegas, NV 89103

**CLOSING DATE
16 November 2015**

REQUEST FOR PROPOSALS

IMPROVING TEACHER QUALITY STATE AGENCY FOR HIGHER EDUCATION (SAHE) PARTNERSHIP GRANTS

NEVADA COLLABORATIVE TEACHING IMPROVEMENT PROGRAM (*NeCoTIP*)

FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)
AS AMENDED BY
NO CHILD LEFT BEHIND ACT OF 2001 (NCLB)
PUBLIC LAW 107-110
TITLE II, PART A, SUBPART 3

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PART I: APPLICATION INFORMATION

A. Introduction

The Nevada Collaborative Teaching Improvement Program (NeCoTIP) annually awards federal funding to states for the purposes of strengthening teacher preparation and providing high quality in-service professional development for practicing teachers and other educators.

Most of the federal funding received in Nevada is distributed to schools or projects through the Nevada Department of Education. However, up to approximately \$280,000 is available to faculty members at colleges and universities or to non-profit organizations, through the Nevada System of Higher Education (NSHE) in the Nevada SAHE competitive grant program, *NeCoTIP*. This request is for proposals for projects to be supported through the NSHE competitive grant program. Projects are to be conducted within a period from January 1, 2016 through September 30, 2017.

Any contract awarded as a result of this solicitation is contingent upon the availability of funding. This project is funded 100 percent with funds from the federal Elementary and Secondary Education Act (ESEA) Title II Part A Subpart 3 grant program. If Congress reauthorizes the ESEA within a project's lifetime or reduces Title II awards from historical levels, the new law and/or funding levels may require that the project significantly modify its activities and/or budget, or that it cease operating.

B. Philosophy for Administering *NeCoTIP* Funds

NeCoTIP grants provide an excellent opportunity for the educational community to address serious concerns relating to instruction in English language arts, mathematics, and science. NSHE has a strong commitment to increased in-service opportunities for school personnel that support excellent standards-based K-12 education. This year's competition asks for proposals for professional development that helps teachers understand and strengthen their content knowledge in preparation for implementation of the Nevada Academic Standards. The Standards can be found at http://www.doe.nv.gov/Curriculum_Standards/. (See Appendix B for information on obtaining state content standards, state and national referenced documents, and K-12 contacts). This RFP does not target a particular grade level or instructional methodology. A comprehensive evaluation that provides evidence that the project met its goals and objectives will be mandatory.

C. NSHE Funded Activities: Partnerships

Consistent with the priorities and criteria in the June 2002, Nevada Consolidated State Application the NSHE will make awards from *NeCoTIP* funds to support the following partnership activities to enhance student achievement in participating high-need Local Education Agencies (LEAs):

1. Professional development activities in core academic subjects to ensure that:
 - ◆ 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 student learning); and
 - ◆ 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, paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:

- ◆ Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
- ◆ May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
- ◆ May include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs (Institutions of Higher Education) for the purpose of improving teaching and student performance.

D. Eligible Partnerships

1. Must include at least:

- ◆ One institution of higher education (IHE), including its division that prepares teachers and principals, **and**
- ◆ one school of arts and sciences, **and**
- ◆ one high-need LEA (Clark County School District)
 - *Please note: Clark County School District must be included in every partnership to be eligible for funding. This requirement is necessary because NeCoTIP projects must benefit high-need LEAs and Clark County is the only Nevada LEA classified as high-need. Please contact Dr. Jeffrey Shih, NeCoTIP Program Coordinator, at jshih@unlv.nevada.edu for Clark County School District contacts.*

2. May include:

- ◆ another LEA,
- ◆ a charter school,
- ◆ an elementary or secondary school,
- ◆ an educational service agency,
- ◆ a nonprofit educational organization,
- ◆ another institution of higher education,
- ◆ a school of arts and sciences or education within such an institution,
- ◆ a nonprofit cultural organization,
- ◆ an entity carrying out a pre-kindergarten program,
- ◆ a teacher organization,
- ◆ a principal organization, or
- ◆ a business

E. Project Duration

Subject to the preceding requirement of sustained professional development, projects may be of any appropriate length up to three years, but approved funding periods are from **January 1, 2016 through September 30, 2017**.

F. Geographic Distribution

The review panel will strive to ensure that funded projects are equitably distributed to schools in all regions of Nevada, subject to the condition that all projects include the Clark County School District in every partnership.

G. Use of Funds

Partnerships may use funds in the preparation, training, recruiting of high quality teachers and principals through the following: promotion activities, tuition, and book fee waivers, graduate credit, registration

payments, travel, meals and lodging, stipends, faculty salaries, and other justifiable program administration costs.

H. Definitions and Acronyms

See Appendix A in **Improving Teacher Quality State Grants Non-Regulatory Draft Guidance** (<http://www.ed.gov/programs/teacherqual/guidance.doc>) for definitions of terms in this RFP. A table of acronyms used in this RFP is below:

AYP	Adequate Yearly Progress
ESEA	<i>Elementary and Secondary Education Act</i>
IHE	Institution of Higher Education
LEA	Local Education Agency
NCLB	<i>No Child Left Behind Act of 2001</i>
NDE	Nevada Department of Education
<i>NeCoTIP</i>	Nevada Collaborative Teaching Improvement Program
NPO	Nonprofit Organization
NSHE	Nevada System of Higher Education
RFP	Request for Proposals
USDE	United States Department of Education

I. Selection of Awards

The screening and selection process will include an application review team, scoring criteria and final review. The review team consists of administrative faculty from all NSHE institutions and representatives from the Nevada Department of Education.

J. General Requirements and Priorities for 2016-2017 Awards

Several federal and state-level requirements must be met by any project funded in this competition. To be considered responsive to this request, proposals must meet each of the following requirements:

1. Eligible Sponsoring Institutions

Proposals must be submitted by a regionally accredited institution of higher education in Nevada.

2. Eligible Disciplines

Projects may address professional development of elementary, middle, or high school teachers in English language arts, mathematics, or science. There is a great need at this time for projects to:

- ◆ help teachers (especially ELL and special education teachers) meet the NCLB “highly qualified teacher” requirements, and
- ◆ support “high-need” schools (defined in Nevada as schools “in need of improvement” that have
 - more than 50% minority students and/or 71% students of poverty, and that have
 - more than 20% of their teachers who have not met the NCLB “highly qualified teacher” requirements and/or have more than 20% of their teachers with less than three years of teaching experience.

3. Consistent with Systemic Reform of Education

Although use of these funds is limited to a specified period, projects must also be consistent with longer-term systemic reform of education. Projects must:

- ◆ be aligned with state content standards for English language arts, mathematics, and science;
- ◆ set high expectations for all students to close the achievement gap;
- ◆ encourage collaboration and networking between content specialists, teacher education specialists, and practicing teachers;

- ◆ employ educational strategies based on scientific research (applicants must provide literature citations that show that the methods they will employ have been demonstrated to be effective and are based on scientific research); and
- ◆ must value high quality in-service professional development for elementary, middle or high school teachers and provide professional development activities that help teachers learn to teach for conceptual understanding by incorporating the Standards for Mathematical Practice or an integrated model of literacy throughout Reading, Writing, Speaking, and Listening.

4. Cooperative Planning and Collaboration

◆ LEA Collaboration

It is essential that the higher education partners consult with the local education agency (LEA), both the school district and the school(s) with whom they will work about the specific needs of the district and the schools (see below under *Participant Input and Involvement in Planning*). Evidence of local educational agency (LEA) involvement in project planning, and a formal agreement between the college, university, or NPO and the LEA(s) or consortium of LEAs must be included in the proposal. This requirement is consistent with a federal requirement and with a priority of the NSHE to encourage a seamless system of education, kindergarten through postsecondary levels (See Appendix A for the Cooperative Planning Agreement Form). Applicants must align their projects with the existing infrastructure of district, regional and Nevada State Department of Education (See Appendix B for K-12 contacts) professional development activities in order to:

- expand statewide professional activities based on identified needs and long term goals,
- support systemic educational reform,
- develop a second generation of educational leaders in English language arts, mathematics, and science, and
- promote educational partnerships.

◆ Participant Input and Involvement in Planning

Teacher participants and/or administrators from the school(s) to be served by the project must have input and be involved in project content, planning, and proposal preparation for all professional development projects. This requirement is intended to ensure that the nature, content, and academic credit (if any) for a course, workshop, or other activities will meet the needs of the teachers to be served and will promote efficient use of *NeCoTIP* funds. Projects must be aligned with Nevada's English language arts, mathematics, and science content standards.

◆ Joint Effort within Higher Education Institutions

Faculty members representing one or more of the English language arts, mathematics, and science core disciplines must have major roles in design and operation of the proposal and project. In addition, a faculty member from the college, school, division, or department of education must be an active collaborator in the design, conduct, and evaluation of the project and submission of the proposal (See Institutional Cooperative Planning Agreement Form, Appendix A). Faculty in either a core content area or a teacher education program may serve as the project director.

5. Nonprofit Organizations (NPOs) of Demonstrated Effectiveness

Nonprofit organizations are responsible for submitting documentation of their demonstrated effectiveness in delivering high-quality professional development in English language arts, mathematics, and/or science. This includes the organization's prior experience in providing professional development and other relevant factors that bear on the NPO's ability to provide effective delivery service. (See NPO Demonstrated Effectiveness Form, Appendix A).

6. Sustained, Intensive Professional Development

The U.S. Dept. of Education requires *NeCoTIP* to show sustained professional development of teachers, using methods based on scientific research. To receive support, a professional development project must include activities for individual teachers spread over at least a six-month period. The project must increase teachers' knowledge of subject matter and effective instructional strategies, and be designed to document the application of that knowledge and pedagogy in the classroom to increase student achievement. Projects concentrated entirely upon summer activities will not be funded. Summer projects must include substantial follow-up components in the succeeding months. Follow-up components may be in person or use distance-learning technology. Regardless, projects should be designed in such a way that provides and/or promotes continuing on-site professional development. Applicants are encouraged to read the materials on Professional Learning Communities written by Leslie James, the Nevada Department of Education Title II A Coordinator that can be found at the *NeCoTIP* website, <http://www.nevada.edu/spo/plc.pdf>

7. Project Duration

Subject to the preceding requirement of sustained professional development, projects may be of any appropriate length, but must be completed within the period running from January 1, 2016 through September 30, 2017.

8. Alignment with English Language Arts, Mathematics, and Science State Content Standards

Professional activities must be directly linked to state content standards for English Language Arts, Mathematics, and Science. The standards can be found at: <http://www.doe.nv.gov/Standards.html>
The Nevada Academic Content Standards can be found at:
http://www.doe.nv.gov/Curriculum_Standards/

9. Professional Development in the Use of Educational Technology and/or the Use of Distance Education in Professional Development

NSHE has a priority for increased access to needed educational experiences for Nevada's K-12 teachers utilizing distance education. The delivery of instructional support materials and courses and programs may be made available through the K-16 Partnership for Distance Learning. The support of effective use of technology in the classroom is a theme that should underlie any initiative.

10. Collaboration with other Student and Teacher Enhancement Programs

Colleges and universities are encouraged to determine whether similar initiatives already exist, and to work cooperatively with existing initiatives in developing their proposal. These institutions should explore options for a continuing commitment, including establishment of formal courses in academic departments, to meeting the needs of the teacher. Previously funded *NeCoTIP* projects are encouraged to explore with their colleagues in other institutions options for replicating their programs.

11. Projects must target student subpopulations in greatest need

The projects must specifically target effective instructional strategies to enable students in at least one of the subpopulations to master the core academic subjects. This target is consistent with the Nevada State Board of Education goal of eliminating the achievement gaps between population groups. These subpopulations, as per NCLB (1111)(b)(2)(C)(i)(II) and needs identified in Nevada, are students with disabilities, economically disadvantaged students, students with limited English proficiency, and students of African American, Hispanic, and Native American.

12. CCSD Targeted Priorities

- ❖ Implementing the Nevada Academic Content Standards in K-12 English Language Arts and Mathematics
- ❖ Integration of Nevada Academic Content Standards in K-12 English Language Arts and Mathematics into Science and Social Studies.
- ❖ Increasing teacher content knowledge in K-12 mathematics, science, English language arts, and social studies aligned to the Nevada Academic Content Standards and/or Nevada State Standards.
- ❖ Utilizing blended learning, with a specific focus on instructional technology
- ❖ Furthering the development of STEM-based instruction.
- ❖ Focus on two of the three Dimensions of the Framework for K-12 Science Education; Science and Engineering Practices and the Crosscutting Concepts.

13. Private School Involvement

The IHE-LEA partnerships must offer services equitably to public and private educational personnel. If the IHE-LEA partnership notifies public schools of a project for their participation, then the partnership must also notify private schools. If the IHE-LEA partnership includes schools in the planning process, then the partnership must also notify private schools to participate in the planning.

However, the private school may not have the criteria that the IHE-LEA partnership looks to serve (such as, teachers of low-performing students). As a result, not all private schools will be necessarily included in a project since they may not have teachers with low performing students.

To provide services on an equitable basis to private schools, the partnership must send a letter to the appropriate private school official from each non-profit private school in the LEAs targeted for participation. The Private Schools Directory is available at the NV Department of Education website (www.doe.nv.gov), under the "Resources" link. Nonprofit schools are designated by "@."

In your proposal, describe the IHE-LEA partnership efforts to include the private nonprofit schools in the design and/or participation in the professional development project.

PART II: PREPARATION OF PROPOSALS

Proposal Description

All proposals must be submitted on the official forms provided in Appendix A except for those sections indicated. Proposals must be typed and adhere to the following format. The proposal narrative must not exceed **ten (10) double-spaced pages**. **Margins must be set at 1-inch, 12 point font Times Roman, only charts/tables may be 10 font Times Roman**. Proposals must be submitted with required signatures as an Adobe Portable Document File (*.pdf) and received by Monday, November 16, 2015 by 5:00 p.m.

Use the headings identified below, in the order indicated below, to submit your complete proposal: (1) cover page form, (2) abstract, (3) 10 page narrative (maximum), (4) budget summary form, (5) budget narrative, (6) vitae (**one page per person**), (7) cooperative planning agreement, (8) letters of support, (9) participants involved form, (10) currently funded and pending proposals form, (11) NPO form (non-profit organizations only), (12) statement of assurances, and (13) Review Panel Evaluation Form. All major subject headings must be underlined and/or highlighted. All pages must be numbered, beginning with cover page as page 1. *Appendices are limited to 5 pages. No previous program materials or published items are allowed in the Appendix. Proposals submitted with these disallowed items or over the page limitation will be returned without consideration.*

1. Cover Page (form in Appendix A)

- List of collaborating LEAs.
- Signature of project director.
- Signatures of appropriate officials of the applying institution.

2. Abstract (form in Appendix A)

- A one-page concise summary that includes: collaborating groups and participants, main activities, and expected project outcomes. This information will be used in the review process as well as to announce and advertise funded NSHE *NeCoTIP* projects.

3. Narrative (print on plain pages, 10 pages maximum). Use these headings, in this order:

Cooperative Planning:

- Identify specific local professional development needs that the project will address. (e.g., alignment with school and/or teacher needs; participant involvement in planning).
- Describe needs, roles, and contributions of each collaborative unit, including how these collaborations fulfill needs identified in LEA professional development plans.
- Describe how the collaborative structure will enhance project's success.

Objectives and Anticipated Outcomes:

- State objectives in concise terms and a measurable format.
- Anticipated outcomes must address effect of project on target audience.

Each proposal must specify how each of the following is addressed:

- Implementation of the professional development priorities.
- Professional development that addresses state content standards for English language arts, mathematics, and science.
- Sustained professional development including follow-up.

Activities:

- Describe proposed activities, including the following information for each activity: time allotted, staff person responsible, and relationship to a specific measurable objective.
- Describe how proposed activities will lead to meeting the measurable objectives.
- Describe how the activities address priorities listed above in this RFP. If the activities involve a college course and/or teacher workshop, the description should include the following information: course of study or syllabus, identification of textbooks and/or reference materials, methods of participant evaluation, and name(s) of person(s) teaching the course/workshop.

Achievement and Impact of Similar Current/Previous Projects:

This section applies if your proposed project is an expansion or continuation of an earlier project of the project director or institution. If you do not complete this section, your proposal cannot be considered for this funding cycle.

- Include data on previous project's effect on participants (e.g., how participants' involvement changed their ability in English language arts, mathematics, or science; changed their teaching methods; changed their attitudes and/or learning styles).
- Describe the relationship between success of previous project(s) and anticipated outcomes of proposed project.

Replication and Dissemination:

- Describe specific plans for replication of project to NSHE institutions and local school districts.
- Outline plans for dissemination of project's successes.

Evaluation Plan (format in Appendix A):

- Describe how the project will contribute to the implementation of the priorities and how the project will measure its success in those efforts. Evaluation of these projects continues to be a weakness in these projects, and we recommend applicants to use *Assessing Impact: Evaluating Staff Development* (by Joellen Killion, National Staff Development Council, revised 2007, www.amazon.com) in developing their evaluation plan. Another recommendation is to align professional development with the Professional Learning Standards from Learning Forward (<http://learningforward.org/standards>)
- All projects must include within their budget an additional 5% to go towards an outside evaluator. The evaluator will work with you on your project to meet your evaluation goals and will provide the expertise that is needed to strengthen each project. For example if your budget is \$25,000, then \$1,250 will need to be directed towards the evaluation piece and evaluator. Collaboration with your evaluator before proposal submission is strongly encouraged. If you need help finding an evaluator, please contact Dr. Shih at jshih@unlv.nevada.edu.

References Cited (not included in page limitation):

- Full references must be provided for any materials cited in the narrative.

4. Budget Summary (form in Appendix A)

5. Budget Narrative (no form, print on blank page)

- Use a separate sheet following the budget summary to provide a concise narrative description for each budget line item, including a description of time involvement, roles, and responsibilities of the project director and staff. Each partner should have a separate budget summary.

6. Vitae

- Provide a **one-page vita** for each of the following: project director, project staff members, graduate students, and teachers who have a major role in the project. **(Do not include more than one page per person)**

7. Cooperative Planning Agreement(s) (form in Appendix A)

- Description of collaboration and previous planning including methods used to involve school personnel.

8. Letters of Support

- New to this funding cycle, a letter of support from the appropriate content Director from the Instructional Design and Professional Learning Division of the Clark County School District will be **required**. This letter must include a ranking of the proposal by the director for the content area.
- Brief letters from the Superintendent of the LEA and /or the principal(s) of the school(s) verifying their intent to participate in your program.

9. Participants Involved (form in Appendix A)

- Provide an estimate of the number of teachers to be served.
- Provide an estimate of the number of schools and/or school districts to be served.
- Provide an estimate of subpopulations served.

10. Currently Funded Projects and Pending Proposals (form in Appendix A)

- Provide a list of currently funded projects and pending proposals involving the project director and associated staff members.

11. NPO Demonstrated Effectiveness Form (if required) (form in Appendix A)

12. Statement of Assurances (form in Appendix A)

- The proper institutional representative must sign this form.

13. NeCoTIP Review Panel Evaluation Form (form in Appendix A)

- Type in the title of your proposal and principal investigator name(s).

PART III: BUDGET GUIDELINES AND GRANT ADMINISTRATION PROCEDURES

Budget Guidelines

The NSHE recognizes the need for *NeCoTIP* grants to serve as many teachers as possible. With limited funds available and numerous proposals expected, proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when appropriate. *NeCoTIP* awards funded in the past have ranged from \$5,000 to \$150,000. We anticipate fewer, larger awards in this *NeCoTIP* funding cycle.

Special Rule:

No single partner in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

The following budget guidelines are to be used in budget preparation:

- ◆ Grants should pay the direct costs of the project.
Summer or reassigned-time for faculty salaries and fringe benefits; graduate and undergraduate students; and/or peer teachers should directly benefit proposed project activities.
- ◆ Consultant Fee
Maximum of \$200 per day plus expenses for those employed as instructors. Must not exceed institutional salary levels. NSHE employees cannot be paid as consultants on *NeCoTIP* grants.
Include 5% of your overall budget for the evaluator to evaluate your project.
- ◆ Supplies, Materials, Copying
Must be for items not associated with a credit course and **MUST BE** fully justified. Routine office supplies and operating expenses are not allowable. Supplies and copying are only allowable for special purposes such as workshop materials.
- ◆ Food
Grant funds may not be used towards the purchase of food or beverages.
- ◆ Travel Expenses for Staff and Participants
Reasonable expenses for participants at meetings integral to project success; travel for project staff to conduct on-site evaluations and follow-up.

Nevada receives the minimum allocation for *NeCoTIP* grants. As such, out-of-state travel requests will be carefully reviewed. It is encouraged that alternative sources of funding for out-of-state travel should be sought from the campus, Nevada Department of Education, and local school districts.

- ◆ Equipment
NeCoTIP funding should not be viewed as a mechanism to provide equipment for an ongoing program. Although equipment purchases are not prohibited with *NeCoTIP* funding, proposals that request substantial amounts for equipment will be scrutinized carefully and may receive lower priority.
- ◆ Indirect Costs
Indirect costs are allowable and must be specified in the budget proposal.

Grant Administration Procedures

All federal funds for *NeCoTIP* grants will be assigned to a specific account. If an institution receives more than one *NeCoTIP* grant, separate accounts must be established for each project. Shifting funds between *NeCoTIP* Projects is not permitted. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution. With one exception, reallocations of funds between budget items may be done at the project director's discretion if the amount of funds involved is less than 10% of the total *NeCoTIP* budget for the project. All such changes must be tracked and documented in writing to the NSHE prior to the final fund request for the project. The exception: Any changes that involve an increase in the personnel budget must be submitted to the NSHE in advance in writing.

NSHE must be notified of changes in personnel.

If the number of participants is less than anticipated, it is expected that participant expenditures for the grant will be reduced accordingly. If the teacher enrollment is at 50 percent or less of the level for which the grant was approved, NSHE approval is required before proceeding with project expenditures and activities.

During the time period covered by this award, a site visit from the *NeCoTIP* Coordinator or another representative of NSHE may be expected.

PART IV: PROPOSAL REVIEW PROCESS, EVALUATION CRITERIA, AND NOTIFICATION

All proposals will be reviewed and rated by a review panel to be chosen by the NSHE *NeCoTIP* Coordinator. The proposals will be scored according to the guidelines and requirements detailed in this RFP, using the Review Panel Evaluation Form (form in Appendix A). The panel will include representatives from the NSHE and Nevada Department of Education in the disciplines of education and English language arts, mathematics, and science. Each applicant will be notified in writing about the status of the application. In addition, copies of evaluators' written evaluations will be provided. In addition to the guidelines and requirements mentioned previously, reviewers will pay particular attention to the following elements of your proposal.

Demonstrated Need and Improvement of Instruction for Student Subpopulations

- Cooperative planning with one or more schools and/or school districts or members of a consortium.
- Proposed activities that meet professional development needs identified by the schools and/or school districts involved in the planning.
- Emphasizes priorities as listed in the RFP.
- Project design that provides for measurable improvement in the quality of teaching, classroom performance of teachers, and/or student learning and performance, especially students in the identified subpopulations (see “**12. Targeted Priorities**” above, under “**J. General Requirements and Priorities for 2016-2017 Awards**”).
- Project has potential to serve as a model or provide information that other institutions and schools could use to meet similar local needs.

Plan of Operation

- Management plan assures proper and efficient administration.
- Project staffing is appropriate for proposed activities.
- Project objectives are reasonable, clearly identified and linked to local professional development needs, and contain anticipated outcomes that have potential for success.

- Evidence that LEAs were involved in the development of the proposal and the proposed workshop activities.
- Timeline is appropriate for the program and appears reasonable.
- Proposed activities are practical, creative, innovative, and use state-of-the-art knowledge and practices.

Evaluation

- An evaluation of the project's expected impact is included in the proposal.
- An evaluation of participant expected outcomes is included in the proposal.
- Evaluation plans will include a means to measure student achievement as an outcome of the professional development delivered by the project.
- Projects funded in the past should include outcomes (qualitative and quantitative) that demonstrate the past effectiveness of the program and justification for continued funding.

Resources

- Proposed resources are adequate to fully implement the project.
- Institutional commitment to the project, including appropriate staff time, is apparent.
- Qualifications and experiences of project staff fit proposed assignments.

Budget and Cost Effectiveness: A budget that ...

- is clear, concise, and justified in the proposal narrative.
- is appropriate for the project's stated objectives and activities.
- meets the requirements listed in the RFP.
- is cost effective. Includes additional resources, such as LEA matching funds (*NeCoTIP* funds) and/or in-kind support.

Overall Quality: Proposal ...

- is well conceived.
- is appropriate for *NeCoTIP* funding.
- format is organized, clearly written, concise, complete, and meets the requirements stated in the RFP.
- has potential for replication in other regions of the state and is consistent with the aims and goals of major reform efforts in the state.

PART V: PROPOSAL SUBMISSION, AWARD NOTIFICATION, AND TIMELINE

A. PROPOSAL SUBMISSION

Applicants are **REQUIRED** to submit a message of intent to apply for NeCoTIP funds by **5pm on Monday, November 2, 2015** via e-mail to jshih@unlv.nevada.edu. The message must include the names of the PI(s) and co-PI(s) with institutional affiliations, as well as the name of the project and a brief abstract. Full proposals will not be accepted without this message of intent.

Applicants must submit their complete proposal as an Adobe Portable Document File (*.pdf) via e-mail to the NSHE Sponsored Programs Office.

Proposals must be received by 5:00 p.m. on Monday, 16 November 2015 via e-mail. Proposals received after that time will not be accepted.

Submit e-mail proposals to: minsun_park@nshe.nevada.edu

In the subject line, label the email as: NECOTIP 2015_Your Last Name

Technical Assistance: If you have any problems converting your document from word to a .pdf document, please contact MinSun Park at 702.522.7074 or minsun_park@nshe.nevada.edu. Please do not wait until the last day to ask for assistance.

Proposal receipt will be acknowledged via e-mail by November 20, 2015.

Questions regarding NSHE's *NeCoTIP* Program should be addressed to:

Jeffrey Shih, Ph.D.

NeCoTIP Coordinator

University of Nevada, Las Vegas

Department of Curriculum and Instruction

4505 Maryland Parkway, Box 453005

Las Vegas, NV 89154

Email: jshih@unlv.nevada.edu

B. AWARD NOTIFICATION

We expect to approve grant awards during the **first week of January, 2016**. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions.

C. IMPORTANT DATES/TIMELINE

The following dates generally reflect the proposal and program process. These are target dates and all but the closing date are subject to change.

November 2, 2015

November 16, 2015

December 2015

January 2016

September 30, 2016

September 30, 2017

October 20, 2017

Message of intent due via e-mail

Closing date for receipt of applications

Evaluation of applications

Project directors notified of application status

Interim Program Evaluations due

Date all projects will end and funds terminate

Final Program Evaluations due

APPENDIX A

FORMS

PROPOSAL COVER PAGE
NEVADA SYSTEM OF HIGHER EDUCATION
NeCoTIP

Applicant Information:

Institution of Higher Education: _____

Project Director: _____

Telephone: _____ E-Mail: _____

Address: _____ City: _____ NV Zip Code: _____

PROJECT

Title: _____

Discipline(s) involved: _____

Project Type: Pre-service _____ In-Service _____

Estimated No. of Teacher/Student Participants _____ Grade Levels _____

Contact Hours _____ Credit Hours (if any): Graduate _____ Undergraduate _____

Main activities: _____

BUDGET

Requested *NeCoTIP* Funds \$ _____

Estimated *NeCoTIP* Cost per Teacher Participant \$ _____

COLLABORATING ORGANIZATIONS (School Districts, Other Agencies and Representatives)

CERTIFICATION AND ENDORSEMENT

The institution certifies the accuracy of the information in this proposal, and assures that the program and financial conditions stated in the proposal will be completed as proposed.

X _____
Project Director **Date**

X _____
Sponsored Programs Office **Date**

NEVADA SYSTEM OF HIGHER EDUCATION
***NeCoTIP* Professional Development Program**

ABSTRACT

Please type a concise summary of your proposal in the space provided on this page.

NeCoTIP - DETAILED FUNDING BUDGET FORM 2016-2017

Project Title:

Project Director:

Internal Use only:	NeCoTIP REQUEST				Total Project Cost
	Partner A	Partner B	Partner C	Partner D	
	%	%	%	5%	
	Organization Name:	Organization Name:	Organization Name:	Organization Name: Evaluator	

If you have more than three partnerships, please use additional sheets

1. SALARIES AND FRINGE

A. PROFESSIONAL

(List each separately with title)

NeCoTIP funded person mos.

	CAL	ACAD	SUMR

B. CLASSIFIED

C. STUDENT

D. CONSULTANT

E. OTHER (LIST INDIVIDUALLY IN BUDGET JUSTIFICATION)

F. FRINGE

TOTAL SALARY & FRINGE (A:F)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--	---------------	---------------	---------------	---------------	---------------

2. TRAVEL

A. IN-STATE

B. OUT-OF-STATE

TOTAL TRAVEL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
---------------------	---------------	---------------	---------------	---------------	---------------

3. OPERATING

A. OFFICE copying/supplies/expenses (for special purposes only)

B. INSTRUCTIONAL

C. EQUIPMENT

D. PRINTING

E. OTHER (EXPLAIN IN BUDGET JUSTIFICATION)

TOTAL OPERATING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
------------------------	---------------	---------------	---------------	---------------	---------------

TOTAL (1+2+3)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
----------------------	---------------	---------------	---------------	---------------	---------------

TOTAL INDIRECT (place rate here)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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TOTAL COSTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--------------------	---------------	---------------	---------------	---------------	---------------

Special Rule - No single partner in an eligible partnership may use more than 50% of the funds made available to the partnership under this section.

Evaluation Guidance

Evaluation Plan

Evaluation is a vital part of your project and in the past, program evaluation has been a weakness. Again, **you are strongly encouraged to meet with your evaluator before proposal submission.** The following summarizes strategies that need to be included in your 10 page request for funds.

Data collection strategies need to directly relate, in specific terms, to your measurable objectives. Although you need not use the form included below, the items indicated must be included in your evaluation description. Some ideas about what needs to be included in your evaluation are found in each of the cells. You should include any other strategies you have used in the past that have proven to be useful.

GENERAL STATEMENT – This could be a general statement (umbrella type statement) upon which your project will focus.

Measurable Objective #1 – A statement in <u>measurable terms</u> that identifies what your project will do. See Objectives and Anticipated Outcomes (part 3, page 12 of RFP)				
Who will be Evaluated?	What tools will be used?	Who will develop evaluation tools?	When will data be collected?	Who will be responsible for data collection and analysis.
Generally this will be teachers <u>and</u> supervisors, campus administrators, department personnel, etc.	1) Pre and Post Tests/evaluations 2) Student Test Scores 3) Anecdotal reflections 4) Review of participant lesson plans 5) Classroom observations 6) Possibly student evaluations from participant classrooms	1) Individually developed by project personnel to match content for each in-service session. 2) District or school teacher evaluation documents. 3) Standardized student tests (CRT, etc) 4) Specific program prepared pre and post evaluation questions	1) Specific dates 2) Collected after each in-service day (?) 3) Collected at end of each semester? 4) Other	1) Project Director 2) Internal Evaluator 3) External Evaluator or Consultant 4) School Site Staff 5) Other
Measurable Objective #2				

Since evaluation is both formative and summative, make sure that the data you identify to be collected can be used for both evaluation strategies. If you find that your measurable objective does not fit the above information needs, you will want to re-examine your measurable objectives so that they can be measured. Assessing Impact: Evaluating Staff Development by Joellen Killion will be of use. You might wish to refer to pages 14-16, pages 50-64, pages 65-70, pages 90-95 for some of your ideas. This document contains numerous evaluation details that will be useful as you develop your strategies and prepare required written reports.

COOPERATIVE PLANNING

(This page must be completed for all proposals)

Instructions: Describe how this proposal has been coordinated with the curriculum and instruction specialists from the local school districts and representatives from the Nevada Department of Education and how those plans address NSHE priorities. Include information on meetings, names of schools or school districts involved, number of participants involved, and job titles of participants. Use additional sheets as needed. A simple letter of support will ordinarily not be accepted as satisfying the cooperative planning requirement.

INSTITUTIONAL COOPERATIVE PLANNING

(Only institutions with teacher education programs must complete this page.)

Instructions: Describe the collaborative institutional planning efforts that have occurred between the education and the English language arts, mathematics, and/or science colleges or departments. Describe how either colleges or departments will be involved with project implementation. Include information on meetings, names of participants and schools and/or departments of participants. A simple letter of support will ordinarily not be accepted as satisfying the cooperative planning requirement.

Subpopulations Served

NSHE *NeCoTIP* Proposal

Instructions: Provide an estimate of the number of subpopulations that will be served through the participants of teachers/principals and schools served.

Subpopulation – Students who qualify as:	Number of Students
Disabilities	
Economically Disadvantaged	
Limited English Proficiency	
African American Descent	
Hispanic Descent	
Native American Descent	
TOTAL	

NPO DEMONSTRATED EFFECTIVENESS DOCUMENTATION

(Institutions of higher education need not complete this form.)

Each NPO applicant must provide written evidence of (a) past demonstrated effectiveness in providing professional development for teachers in English language arts, mathematics, and/or science in Nevada and (b) financial stability.

Documentation of past effectiveness:

The following evidence must be provided (as an attachment to this form) for one or more past professional development activities:

- Title, dates and location of activity
- Number of teacher participants
- Names of director and instructional personnel
- A summary of course/workshop content and activities
- Some evidence of program outcomes in English language arts, mathematics, and/or science, such as:
 - Documentation of improved student outcomes following participants' classroom implementation of the new material
 - Final evaluative report on program
 - Participant evaluations of program effectiveness
 - Letters from past participants describing the benefit they gained from participation

Evidence of financial stability:

Each NPO applicant must submit (as an attachment to this form):

- A complete copy of the organization's most recent independently reviewed financial statement.
- Evidence that the NPO is not dependent on receipt of this grant for its continued existence.
- Evidence of official recognition of nonprofit corporation status.

Name of NPO: _____

Name and address of chief executive officer:

I hereby provide assurances that the attached evidence accurately reflects the fiscal stability and demonstrated effectiveness of this organization.

Typed name and signature of executive officer

Date

STATEMENT OF ASSURANCES

I, _____, chief executive officer/financial officer of _____,
(Typed name of person) (Typed name of institution)
hereby provide assurances to the Nevada System of Higher Education that should this institution receive a grant under the terms of the No Child Left Behind Act, it will:

1. Upon request, provide the Nevada System of Higher Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and under served groups;
5. The institution further assures that all program and evaluation reports required by the U.S. Department of Education and/or the Nevada System of Higher Education will be submitted in accordance with stated guidelines and deadlines.

I hereby certify that the information in this application is correct and that the project will be carried out as described in the application.

Signature

Title

Date

NeCoTIP REVIEW PANEL EVALUATION FORM

Title _____
 Project Director _____

any no answer rejects the proposal

Eligible Sponsoring Institutions	yes / no	
Eligible Disciplines	yes / no	
Consistent with Systemic Reform of Education	yes / no	
◆ alignment with state content standards;	_____ pts	(15)
◆ addresses specific needs of CCSD;	_____ pts	(10)
◆ improvement of instruction for subpopulations;	_____ pts	(5)
◆ collaboration between content specialists, teacher education specialists, and practicing teachers;	_____ pts	(10)
◆ literature citations demonstrating that activities and educational strategies are based on scientific research	_____ pts	(10)
Cooperative Planning and Collaboration		
◆ Participant Input and Involvement in Planning	_____ pts	(5)
◆ Joint Effort within Higher Education Institutions	_____ pts	(5)
◆ Collaboration with other Programs	_____ pts	(5)
NPO Demonstrated Effectiveness	yes / no / NA	
Sustained, Intensive Professional Development	_____ pts	(10)
Project Duration	yes / no	
Educational Technology and/or Distance Education	_____ pts	(5)
Quality of Personnel	_____ pts	(5)
Demonstrated Need	_____ pts	(10)
Plan of Operation	_____ pts	(10)
Evaluation Plan	_____ pts	(5)
Resources & Institutional Commitment	_____ pts	(5)
Budget and Cost Effectiveness	_____ pts	(5)
Quality of Proposal		
◆ Followed RFP formatting guidelines	_____ pts	(5)
◆ Submitted all required information	_____ pts	(5)
Total	_____ pts	(115)

Proposal ranking (best proposal ranked #1) _____

APPENDIX B

CONTACTS

Documents referred to in this RFP and state content standards in English language arts, mathematics, and science may be obtained from the following contacts.

NeCoTIP, K-16 INITIATIVES, AND HIGHER EDUCATION K-12 PARTNERSHIPS

Leslie James, Nevada Department of Education (775) 687-9134 ljames@doe.nv.gov

Jeffrey Shih, Ph.D., NSHE System Sponsored Projects Office (702) 895-5340 jshih@unlv.nevada.edu

NEVADA DEPARTMENT OF EDUCATION

Homepage

Nevada Department of Education at <http://www.doe.nv.gov>

Office of Educator Development and Support

Leslie James, K-12 Title II-A Education Programs Professional, (775) 687-9134, ljames@doe.nv.gov

NVDOE English and Language Arts Education Programs Professional:

Darrin Hardman: dhardman@doe.nv.gov, (702) 486-6602

NVDOE Mathematics Education Programs Professional:

Mike Pacheco: mpacheco@doe.nv.gov, (775) 687-9135

NVDOE Science Education Programs Professional:

Andre DeLeon: adeleon@doe.nv.gov, (775) 687-9184

NVDOE Office of Special Education, Elementary and Secondary Education and School Improvement Programs:

Marva Cleven, Director of the Office of Special Education: mcleven@doe.nv.gov, (775) 687-9146

Gayle Magee, Title I Programs Supervisor: gimagee@doe.nv.gov, (775) 687-9215

STATEWIDE PROFESSIONAL ORGANIZATIONS

Nevada Math Council and regional organizations: Tracy Gruber, (775) 687-9251

Nevada State Science Teachers Association and 5 regional organizations: Andre DeLeon, (775) 687-9182

Northern Nevada Writing Project:

Co-Directors: Maureen McBride and Kim Cuevas

Administrative Assistant: Diane Olvera dolvera@unr.edu, (775) 784-1161

Southern Nevada Writing Project:

Director: Marilyn McKinney, marilyn@unlv.nevada.edu, (702) 895-3337

Co-Director: Ian Salzman, imsalzman@interact.ccsd.net, (702) 799-2580

Co-Director: Ruth Devlin, rdevlin@interact.ccsd.net, (702) 799-5660

REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS

Northwestern (Carson City, Churchill, Douglas, Lyon, Storey, Washoe counties): Kirsten Gleissner, Director, kgleissner@washoeschools.net, (775) 861-1242

Northeastern (Elko, Eureka, Humboldt, Lander, Pershing, White Pine counties): Sarah Negrete, Ph.D, snegrete@ecsdnv.net, Director, (775) 753-3879

Southern (Clark, Esmeralda, Lincoln, Mineral, Nye counties): Bill Hanlon, Director, (702) 799-3828, bhanlon@interact.ccsd.net

APPENDIX C

QUESTIONS AND ANSWERS REGARDING PRE-SERVICE TEACHERS IN *NeCoTIP* PROJECTS

Some questions that address the issue of pre-service teachers are in the Guidance Supplemental questions document (US Department of Education).

Q: May a SAHE devote some Title II, Part A funds to pre-service teacher training?

A: Yes, but only if the project creates:

1. School-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty [Title IX, section 9101(34)(B)(i)]; or
2. Programs to enable paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers [Title IX, section 9101(34)(B)(ii)].

Q: How else might a SAHE use Title II, Part A subgrants to influence improvement in preservice teacher training programs?

A: In addition to the permissible uses cited above, a SAHE may exercise leadership in other ways, such as:

1. Conditioning a partnership's receipt of a subgrant on its submission of specific information from the IHE's administration to confirm that the school of education (or entity that administers the teacher preparation program) and then school of arts and sciences will imbed the professional development into the curriculum the teacher preparation program offers, or
2. Require partnerships applying for subgrants to offer a work plan and commitment of IHE funds (or provide a competitive preference to those that do) for improving specific aspects of the teacher preparation program - such as ensuring that teaching candidates demonstrate content knowledge of the subject(s) they intend to teach, as well as how such content knowledge supports the State's academic content standards.

Q: In some cases, individuals who are enrolled in teacher education programs will "student teach" in K-12 schools that are part of a SAHE-funded partnership. May Title II, Part A funds be used to enable these individuals to participate in professional development activities in the schools where they are teaching?

A: Yes, this is permissible.