



Request for Proposals Announcement Special Education Personnel Preparation Grants FY2015 (2014-2015)

Timeline

Notification Date: Monday, January 6, 2014

Full Proposal Due Date: Friday, February 21, 2014 (No letter of intent required)

Final Notification of Grant Award: Friday, March 14, 2014

Funds Available: July 1, 2014 through June 30, 2015

Eligible Applicants

Personnel Preparation Projects may be proposed by Utah Institutions of Higher Education.

Awards FY15 (2014-2015)

Number of awards (in prior year): 9

Number of awards (anticipated): 6

Approximate total funds available: **\$500,000 (significant reduction from prior years due to declining IDEA budget)**

Range of awards (in prior year): \$30,000 - \$200,000

Range of awards (anticipated): \$20,000 - \$150,000

Final funding amounts will depend on Federal allocations to Utah, as well as alignment of proposals with USOE and LEA priorities.

Notice

The Special Education Section of the Utah State Office of Education is requesting applications for proposed personnel preparation projects. This will assist the USOE in addressing the most critical personnel preparation priorities in the upcoming year.

USOE and LEA priorities for all Utah children:

- Providing high quality instruction in literacy and numeracy for preschool and school-age students with disabilities.
- Preparing special educators for the new state special education math endorsement.
- Providing effective behavioral supports and interventions.
- Ensuring that students with disabilities access and progress in the Utah Core Standards and Essential Elements.
- Requiring effective ongoing and state-wide assessment to inform high quality instruction and accountability.
- Ensuring that students with disabilities engage in compliant and effective transition planning to prepare for college and career.

For additional information contact Glenna Gallo at 801-538-7757 or glenna.gallo@schools.utah.gov.



Request for Proposal (RFP) Purpose and Process Special Education Personnel Preparation Grants FY2015 (2014-2015)

Purpose

Develop, implement, and evaluate a system for ensuring recruitment, employment, and retention of effective special education staff that provide high quality instruction aligned with the Utah Core Standards for students with disabilities. To meet this purpose, USOE has identified the following funding and project requirements:

Funding Requirements

The USOE has experienced significant reductions in IDEA funding due to sequestration. As a result of this reduction, USOE has modified many project and activity procedures. In prior years, funding for personnel preparation projects was open for each applicant to describe the amount of funds needed and the use of those funds. Review panels in previous years have found it difficult to compare cost effectiveness or the budget appropriateness across proposals. Therefore, USOE will implement common expectations for project budgets.

Outcome-Based Funding

The amount of the award will be determined based on the anticipated number of educators who complete the program and become licensed to teach in Utah schools. Funding may be reduced following mid-year Progress Report if the number of enrolled educators is lower than anticipated. After a thorough review of the number of licensed educators supported through this program over the previous five years and tuition rates across all Utah IHEs, the USOE has established the following maximum funding rates:

| | |
|-------------------------|---|
| Undergraduate students: | \$5,000 per anticipated educator |
| Graduate students: | \$9,000 per anticipated educator |
| Program implementation: | 15% of the total student-based amount will be added for program implementation costs. |

Example: The IHE proposes an anticipated 20 undergraduate students will complete the cohort to graduation. USOE will calculate the student-based portion of this funding at \$100,000 plus \$15,000 for program implementation costs. This project will be funded at a maximum of \$115,000 each year of the cohort. The IHE budget may propose a variety of uses for this funding, but USOE will not provide more funding than calculated based on the number of students expected to graduate having met all of the requirements for a Special Education (K-12 or Birth-5) license.

Cohorts

Multi-year applications will be accepted with the intent to support cohorts of students through to completion.



1. IHEs may request funding for the completion of an active cohort (students currently enrolled and expected to graduate during the 2014-2015 year).
2. IHEs may request funding for the implementation of a new cohort (students expected to begin after July 1, 2014).
 - a. Applicants selected for the implementation of a new cohort may receive priority (non-competitive) funding for completion of this cohort during the 2015-2016 year.
3. Participating students supported by this funding must agree to work in a Utah LEA for the number of years they receive USOE support. The IHE applicant is responsible to report to USOE the names of all participating students and their graduation status.

Competitive Preference

Applications may be prioritized for funding based on the following factors:

1. The applicant addresses the unique needs of small and rural LEAs.
2. The applicant addresses more than one USOE and LEA priorities for all Utah children:
 - a. Providing high quality instruction in literacy and numeracy for preschool and school-age students with disabilities.
 - b. Preparing special educators for the new state special education math endorsement.
 - c. Providing effective behavioral supports and interventions.
 - d. Ensuring that students with disabilities access and progress in the Utah Core Standards and Essential Elements.
 - e. Requiring effective ongoing assessment to inform high quality instruction and accountability.
 - f. Ensuring that students with disabilities engage in compliant and effective transition planning to prepare for college and career.
3. The applicant is targeting an area of personnel preparation identified as "critical" in the 2013 Teaching Field Index of Criticality for Utah published by the T.H. Bell teaching incentive loan program.

Project Requirements

The applicant must address how the project will:

1. Contribute to increasing the number of highly effective educators for students with disabilities in Utah, based on the Utah Effective Teaching Standards and Indicators (<http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/DOCS/Teaching-Standards-Reader-8-27-13.aspx>).
2. Collaborate with Utah LEAs (including charter schools) and the USOE.
3. Plan for sustainability within the IHE by detailing in-kind support (e.g., personnel, space, materials), other financial support sources, and benefits for students enrolled in the IHE program.



4. Budget and plan for expenditures within requirements of EDGAR and IDEA, including returning unused funds if the project does not reach anticipated capacity.
5. Identify the grant funding source on program materials (i.e., IDEA funds from the Utah State Office of Education).
6. Address USOE and LEA priority areas:
 - a. Providing high quality instruction in literacy and numeracy for preschool and school age students with disabilities.
 - b. Preparing special educators for the new state special education math endorsement
 - c. Providing effective behavioral supports and interventions.
 - d. Ensuring that students with disabilities access and progress in the Utah Core Standards and Essential Elements.
 - e. Requiring effective ongoing assessment to inform high quality instruction and accountability.
 - f. Ensuring that students with disabilities engage in compliant and effective transition planning to prepare for college and career.
7. Use effective, evidence-based preparation practices and methods, including the use of technology and other non-traditional methods.
8. Prepare prospective special educators to use evidence-based instructional practices and interventions for students with disabilities in areas such as academics, social/behavior, and communication skills to provide access to the Utah Core Standards (<http://www.schools.utah.gov/core/>) and Essential Elements (<http://www.schools.utah.gov/sars/Significant-Cognitive-Disabilities/Essential-Elements.aspx>).
9. Improve outcomes for students with disabilities.

Application Process

- Step 1:** IHE prepares a proposal to address the USOE and LEA priorities. This proposal must conform to the organizational format detailed in the “RFP Requirements” section of this document.
- Step 2:** Full Grant Proposal due via email February 21, 2014 no later than 5:00 pm. Applications must be submitted electronically. Paper submissions will not be accepted. Confirmation of receipt will be sent via email within 24 hours by the USOE.
- Step 3:** A stakeholder panel will review all applications.
- Step 4:** USOE will notify applicants of panel decisions by Friday, March 14, 2014.
 1. No funding
 2. Minor revision required
 3. Funding provided, at USOE-determined level
- Step 5:** Applicant submits any required revisions no later than April 4, 2014.



Funded Project Requirements

1. Applicant may begin student recruitment as soon as USOE notification of funding is received.
2. Applicant will receive the Awarded Funds Letter from USOE prior to July 1, 2014.
3. Applicant must submit mid-year Progress Report no later than February 1, 2015.
4. Applicant must submit Annual Report no later than June 15, 2015.
5. All project activities must be concluded by June 30, 2014.
6. Applicant must submit final request for reimbursement no later than September 30, 2015.

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**Request for Proposal (RFP) Application Format
Special Education Personnel Preparation Grants FY2015 (2014-2015)**

RFP Requirements

| Section | Title | Length | Additional Notes |
|--------------------|-------------------------------|---------------|--|
| Section I | Cover Page | 1 page | Include signatures |
| | Table of Contents | 1 page | |
| Section II | Budget Information (5 points) | 1 page | <p>Line item budget must describe: Salary, Benefits, Professional and Technical Services, Travel (in-state travel only), Supplies and Materials, and Equipment. <u>Indirect costs are not allowed for USOE IHE grants.</u></p> <p>The grant will not fund clerical/secretarial support, space rental/lease, phone, and/or administrative costs.</p> |
| | Budget Narrative (10 points) | 5-8 pages | <p>Narrative should describe how funds from each line item will support accomplishing project objectives.</p> <p>Describe the in-kind or matching contributions from the IHE or other funding sources.</p> <p>Address any direct benefit to students, such as reduced tuition, stipends, living expenses, etc.</p> <p>Include a “per student” cost to the program, to the student, and to the IHE.</p> <p>If this funding does not provide direct tuition assistance or reduced tuition rates to students, provide an explanation of the need for funding that benefits the IHE but not the prospective teacher.</p> |
| Section III | Project Narrative (85 points) | 15–20 pages | Follow the template attached (pages 7-9). A Word document or PDF is preferred. |
| Section IV | Appendix (optional) | As needed | Provide supporting documents described in the application. |



**Request for Proposal (RFP) Application Format
Project Narrative (Section III) Template
Special Education Personnel Preparation Grants FY2015 (2014-2015)**

ABSTRACT (5 points)

Provide an overall description of the project, purpose, objectives, personnel development aspects, and expected outcomes. Limit to 1-2 pages.

STATEMENT OF PERSONNEL PREPARATION NEED (5 points)

Identify the personnel preparation needs this project will address and how the project funds will accomplish this. Supporting documentation such as current TH Bell Criticality Index data, USOE supply and demand data and input from LEA (districts and charters) should be included. Include relevant student performance data, making a connection between personnel preparation and outcomes for students with disabilities.

OBJECTIVES (10 points)

Establish 3-5 measurable performance objectives designed to increase outcomes for students with disabilities that will be reported in the Annual Report.

1. At least one objective must address measurable improvement for students with disabilities age birth – 22.
2. At least one objective must address teacher effectiveness.

WORK PLAN (30 points)

1. Project Activities
 - a. Describe the project activities, timeline, and the materials and procedures to be implemented in the project to address the USOE and LEA priorities.
 - b. Include a staff loading chart/timeline specifying activities, persons responsible, and person-days to be devoted to each activity (refer to documents found in the Appendix).
2. Recruitment Plan
 - a. Include a detailed recruitment plan developed in partnership with Utah LEAs.
 - b. Identify strategies to target prospective teachers in high need areas (rural LEAs, charter schools, math endorsement, behavior expertise, etc).
3. Instructional Design
 - a. Describe the effective, evidence-based personnel preparation practices that will be used in this project.
 - b. Describe how the project will prepare prospective special educators to use evidence-based instructional practices and interventions for students with disabilities in areas such as academics, social/behavior, communication, and transition skills in order to access to the Utah Core Standards and Essential Elements.
 - c. Provide an outline of the course sequence (refer to documents found in the Appendix).



4. Sustainability
 - a. Describe how the project will contribute to increasing the number of highly qualified and effective educators for students with disabilities in Utah.
 - b. Describe the contributions and commitments on the part of the IHE to sustain this project without USOE funding, and/or provide detail about the program impact if USOE funding is not available.
 - c. Describe partnership arrangements between the applicant and other participating organizations, including how the project will enable collaboration and build capacity (refer to documents found in the Appendix).

EVALUATION PLAN (20 points)

Provide a detailed evaluation plan.

1. Description of process and outcome evaluation measures for the project including how the data will be analyzed and summarized.
 - a. Process evaluation should explain how the project will document that activities described in the work plan were completed.
 - b. Outcome evaluation should specify what data will be collected to document outcomes of students with disabilities age birth - 22 that result from the personnel preparation experiences of the preservice teacher.
2. For existing projects, provide a summary of previous program results.
 - a. A list of past program completers (refer to documents found in the Appendix).
 - b. A description of how evaluation data are used to improve the quality of the program.
 - c. Data showing improved outcomes for students with disabilities age birth – 22 receiving instruction from past program completers.
3. A Mid-year Progress Report is due February 1 and an Annual Report due June 15.
 - a. Mid-year Progress Report required contents
 - i. List of enrolled students
 - ii. List of withdrawn students, including reason for withdrawal
 - iii. Description of the program implementation
 1. General information about the project activities conducted to date
 2. Detailed information about any changes to the program made since the original application
 - b. Final Report required contents
 - i. List of graduates, with license status
 - ii. List of enrolled students continuing
 - iii. List of withdrawn students, including reason for withdrawal
 - iv. Description of the program implementation
 1. Detailed information about the project activities conducted to date
 2. Detailed information about any changes to the program made since the original application or Mid-year Progress Report



- v. Program evaluation results
 - 1. Summary of process evaluation results
 - 2. Summary of outcome evaluation results
 - 3. Detailed report on the 3-5 measureable performance objectives

CAPABILITY OF THE APPLICANT (5 points)

This section should present information on the qualifications of the applicant organization and project staff. Qualifications include past organizational experience in implementing similar projects, as well as the teaching staff's education and experience.

In addition, the applicant should consider the overall quality of the proposal, including general writing conventions. Projects that follow the same general structure from year to year should be carefully revised to address current needs. Multiple projects submitted by the same IHE should each express a distinct purpose.

DISSEMINATION (5 points)

The dissemination plan should describe how project outcomes will be shared statewide with various stakeholders, including LEAs, other IHEs, USOE staff, etc.

Describe how the grant funding source will be recognized on program materials.

Provide a brief project description and link to your project website. Your description and link will be posted to the USOE special education section website.

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