

Illinois Director Credential (IDC) Human Resources Development Assessment (Levels I-II) Grant Proposal Project

IDC Competencies	<p>HRD1: Develop written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards.</p> <p>HRD2: Evaluate and Implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board.</p> <p>HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.</p> <p>HRD4: Implement and evaluate best practices, and provide reflective supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles.</p>
Original Gateways IDC Benchmarks	HRD Intro, HRD1, HRD2, HRD3, HRD4, HRD5, HRD6, HRD7, HRD8, HRD9, HRD12, HRD13, LFM10, EP7, OWC6

Assessment Guidelines

For this assessment, you will develop a grant proposal to fund specific staff professional development and/or staff induction and mentoring programs. Your proposal will be guided by the mock “request for proposal” guidelines provided below:

Illinois Induction & Mentoring/Professional Development Grant Program Request for Proposals

General Information

This document contains the materials needed to submit applications for the fiscal year XXXX Illinois Induction & Mentoring/Professional Development (IMPD)–Grant Program. Approved partnerships must use funds to conduct professional development and/or Induction and Mentoring activities that align with the Illinois Induction and Mentoring Standards (2010). Professional development also may include activities designed to ensure that principals have the instructional leadership skills that will help them to work effectively with teachers to meet these standards as well.

Eligible Applicants: Any Illinois public school program or institution of higher education.

Grant Period: The grant period will begin no sooner than January 2017 and will extend through December 30, XXXX.

Online Application Process: All fiscal year XXXX applications **must be submitted online**. Applications must be submitted via email by midnight XXXX.

Contact Persons: For more information on this application, contact Dr. External Funding 555-555-5555

Eligible Project Activities:

Eligible applications must address the following policies guidelines to be considered for funding.

1. Collaborative Planning: Proposals submitted under this program must demonstrate that members of eligible partnerships who will participate in this *IMPD project* were actively involved in planning and design of the project. All partnerships must involve at a minimum an institution of higher education; Early Childhood Center/Program and (optional) an Illinois public school

2. Demonstrated Local Need: Proposals submitted under this program must demonstrate that all professional development/Induction and mentoring activities are developed based on the professional needs of teachers and administrators in the schools/centers to be served as part of the project
3. Scientifically Research-Based Professional Development: Professional development activities and/or induction and mentoring activities must address effective strategies based on proven, research-based professional development strategies that have been shown to increase teacher retention, improve performance, and or enhance efficacy.
4. Sustained and Intensive High-Quality Professional Development: Proposals submitted under this program must demonstrate that all professional development and induction and mentoring activities: involve teachers in the development and delivery of training; encourage networking among teachers; reflect pertinent research on professional development; align with school/district goals to improve education; provide adequate time for the activity and provide activities over a significant span of time to assure that systemic change occurs; provide on-going follow-up, evaluation, and support for continuous improvement. In Illinois, professional development programs that have proven effective are those with approximately 80 contact hours over a summer and academic year. As an example, a summer professional institute may include 30 participant contact hours during the summer. This may include three hours per day over 10 days. The academic year follow up may include 40 to 50 contact hours per teacher. The academic year contact may include monthly or weekly meetings, group meetings, classroom observations of teachers by the project director, or one-to-one meetings in the teachers' classrooms

Fiscal Information

In fiscal year XXXX, the Illinois IMPD Program anticipates awarding approximately \$3.0 million to eligible partnerships for projects under the *IMPD Program*. It is anticipated that grant awards will typically range from a minimum of \$50,000 to a maximum of \$250,000 and will serve all geographic areas of the state of Illinois.

1. Partnerships may use grant funds for project expenditures included in the budget section of the proposal and *that directly benefit the proposed grant project*. Project expenditures typically include personal services, employee benefits, contractual services, commodities, travel, printing, equipment, telecommunications, and audit costs.
2. Individual members of eligible partnerships may recover no more than eight percent of the grant (the sub-grant to the individual partnership member entity) for indirect costs.
3. Individual members of eligible partnerships may use funds to pay administrative costs, not to exceed five percent of the grant (the sub-grant to the individual partnership member entity), that are deemed reasonable and necessary for project implementation. Final project budgets categories will be approved by the Board through negotiations with the fiscal agent for the partnership.
4. The fiscal agent for each eligible partnership will be required to file periodic expenditure reports and a final expenditure report in accordance with guidelines set by the Board of Education.
5. The *IMPD State Grant Program* is not intended to be an equipment acquisition grant program. Any equipment and software requested must be clearly described and directly relate to the professional development activities presented in the project narrative section of the proposal.

Proposal Format

Program Purpose

The purpose of the IMPD program is to provide high quality induction and Mentoring and teacher professional development to enhance coaching and mentoring activities and support both new teachers and all teachers in new mandated initiatives (i.e. CCS, Danielson, etc.)

Projects funded under the IMPD program provide a small but significant base of high-quality, intensive, replicable, professional development programs for educators. These programs are based upon the best available research on effective adult professional development approaches.

Funded projects will be expected to use rigorous methodologies to measure progress toward attaining project objectives. Grantees must meet statutory accountability requirements, which require them to align their objectives and measurement methods with the final ECE achievement indicators.

The project period will begin after grant awards are made, which is expected to be in December, XXXX. The expected start date for projects selected to receive a grant award is January 1, XXXX, but will be no later than March 1, XXXX.

Applicable Regulations

Applicant Eligibility

Eligible applicants for IMPD grants are partnerships, which have not previously received an IMPD grant, of one or more entities from each of the following categories, as indicated below:

- (i) One or more institutions of higher education, or public or private entities (including faith-based organizations), that provide professional development for educators and
- (ii) One or more public agencies (including local educational agencies, State educational agencies and public schools)

Illinois Induction and Mentoring Standards

Applicants must align their program objectives and measurement methods with one or more of the Illinois Induction and Mentoring Standards (2010) below:

Standard 1: Induction Program Leadership, Administration, and Support the induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

Standard 2: Program Goals and Design Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Induction Program Standards, the district/school improvement plan and local concerns/context.

Standard 3: Resources Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

Standard 4: Site Administrator Roles and Responsibilities Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

Standard 5: Mentor Selection and Assignment Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

Standard 6: Mentor Professional Development Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor's work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus

on student learning.

Standard 7: Development of Beginning Teacher Practice Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

Standard 8: Formative Assessment Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Standard 9: Program Evaluation Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

APPLICATION INSTRUCTIONS AND PROCEDURES

Peer reviewers will use the selection criteria set forth below in this Section to evaluate applications from eligible partnerships.

Application Order

Every application must contain the information specified below organized into the following parts:

Part I: PROJECT ABSTRACT

Page limit: One-page, double-spaced and typed; applicant's name at the top of the page.

The abstract should include the following information:

- Entities comprising the applicant partnership;
- Overview of the project's goals and purposes;
- Number of educators to be served;

PART II: PROGRAM NARRATIVE

Page limit: 10 double-spaced, single-sided typed; applicant's name at the top of each page.

This part of your application requires a narrative that explains the proposed project, and how it meets and addresses the selection criteria used by peer reviewers to evaluate the proposal. A panel of reviewers will rate each application on how well the application responds to the selection criteria listed below in this section. Applications may receive a maximum of 100 total points on the selection criteria.

Required Program Narrative Content

- Project Need:** Applicants should generally describe the communities in which the programs are located for which the proposed project will provide services to educators and provide evidence of the need for the project.
- Partnership:** In the application narrative, applicants should clearly identify the members of the applicant partnership, and explain how each member qualifies under at least one of the eligibility criteria above.

- ❑ **Project Design (Management Plan):** Provide a specific description that outlines all project goals, objectives, and strategies/activities/task to accomplish the project. Details should include person (s) responsible and projected timeline for activities
- ❑ **Project Significance (Evaluation):** A fully developed plan for project evaluation which includes both on-going and summative evaluation as well as bot outputs and outcomes based on the project's measurable objectives
- ❑ **Sustainability:** A plan for project sustainability beyond the funding period

PART III: BUDGET AND BUDGET NARRATIVE

Page limit: narrative of five double-spaced, single-sided, typed pages

Applicants must complete and attach to their applications a proposed budget, using the budget form

In the budget narrative, identify the general nature and amounts of proposed expenditures within budget categories and provide a brief justification of how you would spend funds within each budget category. Include enough detail to enable reviewers and project staff to understand what the funds will be used for, how much will be expended, and the relationship between expended funds and project activities and outcomes.

Indirect Costs: Grantees may charge indirect costs to a training grant at the 8% rate

ADDITIONAL INFORMATION

Page and Formatting Standards:

Reviewers will not evaluate any sections of the application that:

- Exceed the page limits identified above for each section, even if the formatting standards detailed below are used, or
- Exceed the equivalent of the page limits if other formatting standards are applied.

The following page and formatting standards apply for the application narrative and separate budget narrative:

- A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, quotations, references, and captions.
- Use a font that is either 12-point or larger or no smaller than 10-pitch (characters per inch).

You may use other point fonts and spacing for any tables, charts or graphs. However, space used for tables, charts or graphs are included in the page limits in each of the narrative and budget sections.

SELECTION CRITERIA

(a) Need for project (up to 5 points).

- The extent to which the proposed project will meet specific needs identified by the partnership through induction, mentoring, and professional development activities

(b) Significance (up to 5 points).

- The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
- This requirement refers to the magnitude of the outcome of the professional development not the magnitude of the number of teachers participating in the professional development. For example, magnitude of outcome might be best attained by providing the professional development to smaller numbers of teachers to produce more meaningful effects on student achievement and teacher performance. The statute requires every applicant to describe the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attaining those objectives.

(c) Quality of the project design (up to 40 points).

- The extent to which the proposed activities constitute a coherent, sustained program of training in the field. *The statute requires every applicant to describe how the proposed project will be carried out, including: the types of professional development activities, based on scientifically based research, that will be carried out; and how research on effective professional development and on adult learning will be used to design and deliver project activities*

(d) Quality of project services (up to 10 points).

- *With respect to the intended beneficiaries who are the **educators**, the statute requires every applicant to describe: what are the most critical professional development needs of the educators to be served by the partnership*
- *explain specifically how many educators the project plans to serve, what the intensity and duration of the professional development will be for each educator (e.g. how many hours of training, coaching and mentoring per educator, and over what period) and how many the applicant anticipates will be directly enhanced by improvements in practice among educators receiving the professional development services; and*
- *explain the methods that they will use to offer induction and mentoring and/or professional development that enables educators to deliver intentional support and coaching to mentor teachers and develop sustainable coaching skills.*

(e) Quality of project personnel (up to 5 points).

- In determining the quality of project personnel, the following will be considered: the extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.
- An overview of current policies and procedures (reflecting federal, state and local mandates and best practices) related to staff hiring, onboarding, evaluation and development is described
- The qualifications, including relevant training and experience, of key project personnel.

(f) Quality of the management plan (up to 20 points).

- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the project evaluation (up to 20 points).

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- *The statute requires every applicant to describe the methods that the partnership will use to measure progress toward attainment of the project's objectives; and how the project objectives and measurement methods align with the achievement indicators.*
- *Applicants may address this criterion and factor in any way that they choose. However, high-quality applications likely will include evaluations that use rigorous methodologies with assessments that are reliable and valid for the purposes intended, and that those methodologies and assessments will be consistent and aligned with the project's objectives.*

(h) Sustainability (up to 5 points).

- The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- The potential for continued support of the project after funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support

DEFINITIONS*

Personal Services and Benefits. Expenditures as compensation made for an employee's personal services rendered on behalf of the grant project. Benefits may include group insurance, social security, retirement and other items. Project director's and co-director's salaries should be reported here.

Teacher Stipends. Expenditures made for teacher stipends and payments for substitute teachers.

Contractual Services. Expenditures for professional or technical services and transportation charges exclusive of "Travel" and "Audit". Also, expenditures incident to the grant project operation for postage, publications, subscriptions, and services exclusive of commodities.

Commodities. Expenditures in connections with current operation for the purchase of articles of a consumable nature which show a material change or appreciable depreciation with first usage and equipment having a unit value not in any instance exceeding \$100.

Travel. Expenditures directly incident to official travel by employees of the grant project or direct payment to private agencies providing transportation or related services.

Printing. Expenditures for printing, printing paper, stationery, pamphlets, and envelopes.

Equipment. A visible tangible property of a non-consumable nature with a unit value exceeding \$500. All equipment must be clearly marked with the institution's inventory decal and the institution must maintain adequate control over all grant property.

Telecommunications. Expenditures for lease, rental or purchase of telecommunications equipment, supplies, maintenance, and service, which includes telephone, radio and other voice, data, or video interconnection systems.

Administrative. Costs necessary to reasonably administer the grant project. Including administrative salaries, accounting and auditing functions, etc. Administrative costs cannot exceed 5% of the total budget.

Indirect Costs. Costs associated with operating the grant program but not easily identified. A cost cannot be considered both a direct cost and an indirect cost simultaneously. Institutions must have an approved indirect cost plan on file. Accounting, payroll, budgeting and purchasing are examples of services which typically benefit several activities and programs, and for which costs may be attributed by means of an indirect cost allocation plan. Indirect Costs cannot exceed 8% of the total budget.

Audit. The independent examination verifying grant expenditures and compliance with the terms of the grant agreement and applicable statutes and rules. Expenditures for audit services should be reported on this line instead of contractual services.

Assessment Rubric (pulled from IDC Master Rubrics)

IDC Human Resources Development Assessment (Levels I-II): Grant Proposal Project Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>HRD1:</u> Develop written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards.</p> <p>IDC: HRD1, HRD3</p>	Creates and logistically sustains written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards.	Creates written policies and procedures and implement best practices for hiring and mentoring new staff in accordance with legal mandates	Creates some written policies and procedures for hiring, onboarding, and mentoring new staff	Neglects written policies and procedures for hiring, onboarding, and mentoring new staff, ignores legal mandates and professional standards.	
<p><u>HRD2:</u> Evaluate and Implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board.</p> <p>IDC: HRD2, HRD7</p>	Institutes and shares replicable written policies and procedures that model best practices for developing, orienting, evaluating and supporting an active and engaged governing/advisory board.	Institutes written policies and procedures for developing, orienting, evaluating and supporting a governing/advisory board.	Attempts to create written policies and procedures for developing, orienting, and supporting governing/advisory boards.	Promotes chaotic and/or confusing procedures that hinder the effectiveness of governing/advisory boards.	
<p><u>HRD3:</u> Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.</p> <p>IDC: LFM10, EP7, OWC6, HRD5, HRD6, HRD8, HRD9</p>	Creates and logistically sustains written policies and procedures and implement best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.	Implements and evaluates best practices supportive of professional performance and professional staff interactions.	Creates some written policies and procedures supportive of professional performance and professional staff interactions.	Neglects written policies and procedures supportive of professional performance and professional staff interactions.	
<p><u>HRD4:</u> Implement and evaluate best practices, and provide reflective supervision that enhances professional staff</p>	Models and promotes written policies and procedures, implements best practices, and provides reflective supervision that enhances	Establishes written policies and procedures and implements best practices, that enhances professional staff interactions and promotes	Tries to establish written policies and procedures and implement best practices, that enhance professional staff interactions and promotes	Ignores best practices or written policies and practices that enhance professional staff interactions. Neglects individualized staff	

IDC Human Resources Development Assessment (Levels I-II): Grant Proposal Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
interactions and promotes individualized staff development and collaboration within the context of unique roles. IDC: HRD Intro, HRD5, HRD12, HRD13, EP7, HRD4, HRD6, HRD8	professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles.	individualized staff development	individualized staff development	development	

Level I—Beige

Level II—Blue

Level III—Purple