December 12, 2018

TO: Eligible Applicants

FROM: Tony Smith, Ph.D.
State Superintendent of Education

SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):
Fiscal Year 2020 Teacher Leader Problems of Practice Grant Program

CSFA Number: 586-00-2044
CSFA Title: Teacher Leader Problems of Practice

CFDA Number: 84.367A
CFDA Title: Title II-Teacher Quality-Leadership Grant

Eligibility and Application Information

Eligible Applicants: Eligible applicants include Local Education Agencies (LEA) within the State of Illinois.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY2020 grant. This includes completion of the grantee and pre-qualification process through the Illinois GATA Web Portal at http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete a FY 2020 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2020 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2020 ICQ and Programmatic Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM): Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

(i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
(ii) Provide a valid DUNS number in its application https://fedgov.dnb.com/webform; and
(iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award, or an application or plan under consideration by a
federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.


**This grant is subject to the provisions of:**
- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.  
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000  

**Merit-Based Review and Selection Process for Competitive Grants:** The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at [https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf). Applicants are advised to refer to the policy document.

**Grant Award/Cost Sharing or Matching:** This RFSP does not require cost matching, but LEAs are strongly encouraged to think through matching and continuation of funding after the end of the grant. Two awards will be made in the amount of $75,000 to LEAs categorized by Evidenced Based Funding (EBF) as Tier 1 or 2. Two awards will be made in the amount of $50,000 for LEAs categorized by EBF as Tier 3 or 4.

Additional funding information can be found under Funding Information on page 6.

**Grant Period:** The grant period will begin no sooner than July 1, 2019, and will extend from the execution date of the grant until June 30, 2020.

**Submission Dates and Times/Other Submission Requirements:** Proposals can be submitted electronically through the ISBE Attachment Manger, mailed, or hand-delivered no later than 4 p.m. Central Time on March 1, 2019. Directions for each submission method are found below.

**Electronic Submission:** Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at [https://sec1.isbe.net/attachmgr/default.aspx](https://sec1.isbe.net/attachmgr/default.aspx). Choose Emily Fox from the drop down menu in Receiver Information. Submit the application using the button at the bottom of the page.

**Mailed Proposals:** Mail the original and 5 copies / an electronic copy of the proposal on a USB flash drive to Emily Fox, Educator Effectiveness Division, 100 North First Street, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than 4 p.m. Central Time, on March 1, 2019. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

**Hand-Delivered:** Proposals may be hand-delivered to the following locations:

- Springfield Office  
  Reception Area  
  1st Floor  
  100 North First Street

Late proposals will not be accepted.
Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via e-mail or U.S. Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement (UGA) will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via U.S. Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicant’s own risk.

Technical Assistance Session: A technical assistance session will be held Jan. 9, 2019, at 2 p.m. Registration information is found at https://attendee.gotowebinar.com/register/4585710451028173570. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to Jan. 31, 2019, at https://www.isbe.net/Pages/Request-for-Proposals.aspx. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Renee Racette at rracette@isbe.net. All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at https://www.isbe.net/Pages/Educator-Effectiveness-Grants.aspx so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after Jan. 31, 2019. Applicants are advised to check the site before submitting a proposal.
**Program Description**

**Program Purpose:**
The Illinois State Board of Education (ISBE) is committed to developing local capacity to solve problems of practice faced by the field in the recruitment, preparation and utilization of teacher leaders.

**Program Description:**
ISBE is seeking innovative approaches to recruiting, preparing, and utilizing teacher leaders as agents of change in PreK-12 public school districts. Districts, schools, or faculty members of state-approved teacher leadership programs who are interested in empowering schools or districts to build a network of exceptional instructional leaders are invited to propose research projects centered on a problem of practice focusing on teacher leadership.

ISBE is interested in proposals for new, innovative approaches or expansion upon research-based teacher leader practices that show promise for success in recruiting, preparing or developing teacher leaders. Applicants should utilize the National Network of State Teacher of the Year (NNSTOY) Teacher Leader Model Standards (TLMS) to guide their proposals (http://www.nnstoy.org/teacher-leader-model-standards/).

ISBE is offering $250,000 in grant awards for projects in the 2019-20 school year. All recipients will have the opportunity to share their work statewide and have their project results highlighted across state and national networks. The grant provides the opportunity for recipients to increase clarity of the roles and work of teacher leaders in Illinois and provide the State with evidence-based support for problems of practice that can be modeled and scaled statewide. Proposals that include cross-collaboration or partnerships with other education entities are preferred.

Proposals shall include a description of an identified local problem of practice, including data and research to support the work, detail investigative measures that will be undertaken to better understand the problem at hand, and propose actionable solutions or approaches (including ways in which they will be enacted) for remedying the problem. Example problems of practice to explore may include, but are not limited to:

- creating teacher leader pipeline models that will be sustainable and increase student achievement and growth;
- redefining school culture to migrate educators from manager-as-leader models to instructional leader models;
- growing the diversity within teacher leadership or developing teacher leadership in high-need communities (urban or rural, high concentration of students that are classified as English Learners, special education, or live in poverty);
- designing an assessment tool that can be used by districts to award teacher leader endorsements via demonstration of specific competencies (per Illinois School Code Section 21B-25(E);
- developing collaborative adult communities of practice within a school to promote peer-to-peer learning and increase teacher support and retention;
- improving outreach and collaboration with families and the community in order to support student learning;
- developing best-practices guides about how to utilize and integrate both human capital and financial resources (Title II, School Improvement Grants, etc.) to better compensate teacher leaders within districts.

**Federal Description:**
The Every Student Succeeds Act (ESSA) was signed by President Obama on Dec. 10, 2015. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s education law and longstanding commitment to equal opportunity for all students. The new law builds on key areas of progress in recent years and ongoing efforts to improve educational opportunities for all students in Illinois. On August 30, 2017, the U.S. Department of Education approved the Illinois ESSA Plan.

The plan identified multiple ways Title II, Part A funds would be used to support state-level strategies designed to:

i. Increase student achievement consistent with the challenging state academic standards;

ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

ISBE is focused on providing resources to develop solutions to problems of practice facing teacher leaders as one way to ensure that each and every child in an Illinois school is taught by a highly effective educator. The Illinois ESSA Plan commits to leveraging available funds to support districts, schools or institutions of higher education (IHEs) attempting to solve their locally defined problems of practice.

Program Background/History:
In September 2012, ISBE redesigned requirements for teacher leader preparation programs. As defined in IL Administrative Code Part 25, Section 25.32, a teacher leader is an individual with the capacity and skills to:

1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;
4) provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
5) promote and influence change to improve school and student outcomes.

Since 2013, 472 candidates have completed approved teacher leader programs across the state.

ISBE believes instructional leadership is a key component for improving student achievement and growth. Teacher leaders are an important resource within a school who can be leveraged to meet unique school and district needs. ISBE is committed to supporting career pathways and pipelines for teacher leaders while fostering the creation of exemplar, research-grounded teacher leader models.

ISBE Board Goal(s):
Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

Program Objectives:
1. Identify problems of practice from the field as it pertains to the recruitment, preparation, or utilization of teacher leaders.
2. Investigate possible solutions to the identified problem of practice.
3. Build capacity across Illinois to address these common problems of practice.

Policy Requirements:
The ESSA Plan for Illinois was approved by the U.S. Department of Education on Aug. 30, 2017. The plan includes a promise to develop a Request for Proposal for this Teacher Leader Grant Program.

Targets:
All projects should meet all of the criteria specified in the “Project Criteria” section.
Project Criteria:
Grantees will identify a local problem of practice that includes:
- National, state, district, or building-level research and/or data to support the problem of practice.
- Proposed solutions to the problem of practice, including a timeline for accomplishing specific benchmarks leading to the final solution.
- Proposed research methodologies must be outlined.
- Rationale for needed research in problem area must be clearly articulated.
- Rationale for proposed solution is clearly articulated and supported by research.
- Qualitative and/or quantitative approaches are utilized.
- Existing research is referenced and uses NNSTOY TLMS where appropriate.
- Controls for bias are in place.
- Plans for sustainability beyond grant funds.

Performance Measure
Number of project criteria met.

Performance Standards:
The minimum acceptable standard would be projects meeting only eight of the nine criteria listed above.

Deliverables and Milestones
1. Reports
   a. Quarterly Reports (four over the term of the grant) that will detail progress in a format to be determined by ISBE.
      - Due October 31, January 31, April 30, July 31
   b. The reporting template will contain a budget section where it will show how funds have expended in that quarter.
   c. Reports will communicate to ISBE about lessons learned during implementation.
   d. Reports will contain measures of progress to goal in solving the identified problem of practice.
   e. Reports will be submitted to efox@isbe.net.

2. Best-Practice Guide
   a. Solutions to the identified problem of practice shall be provided to ISBE no later than 90 days upon expiration of grant funding.
   b. The specific focus of this guide shall coincide with the grantee’s problem of practice.
   c. The guide shall illustrate the chosen solution to the identified problem of practice.
   d. The guide must identify components of the partnership that will be essential for others to replicate.
   e. The guide will be submitted to efox@isbe.net.
   f. ISBE will share best practices across the state. Proposed solutions to problems of practice may be used by ISBE for future grant initiatives.

3. “Where Are They Now” Feature
   a. Recipients agree to participate in a “Where are they now?” feature led by ISBE one year after the expiration of grant funds, summer of 2021.
   b. The goal of the feature is to highlight the sustainability in solving the locally identified problem of practice and gauge long term impact of grant funding.
   c. The feature will include grantees sharing research findings, highlighting continued work and showcasing sustainability of efforts beyond grant funding.

4. Participation and Communication as required
   a. In-person meetings and regional convenings of grant awardees
   b. Communication with ISBE
c. Communicate to ISBE and the field about lessons learned and next steps.
Funding Information

Introduction:
This Request for Proposals (RFP) is to provide two grant awards for $75,000 for Tier 1 and 2 EBF LEAs and two grant awards for $50,000 for Tier 3 and 4 EBF LEAs. Total appropriation is $250,000 with a split in funds for each set of tier awards, with Tiers 1 and 2 receiving 60% of funds and Tiers 3 and 4 receiving 40% of funds.

Cost Sharing or Matching:
Strongly encouraged but not required.

Indirect Cost Rate:
The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

LEAs
- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY19 rates are available at: https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

Beginning in FY19 LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.

- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

Non-LEAs
- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
  - Select the 10% diminimus rate
  - Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
  - Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: https://grants.illinois.gov/portal/.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.
Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

**Funding Restrictions:**
Funds provided by this grant must be used to supplement, not supplant, funds available under other state or federal programs. Additional funding information can be found at [https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf).

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100% percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is $250,000.
Reporting Requirements

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system.

Programmatic reporting should be completed at a minimum of quarterly via the IWAS system.

Additional Reporting Requirements:

i. Quarterly progress reports
   a. See Deliverables and Milestones pages 6-7

ii. Final end-of-year progress report
    a. See Deliverables and Milestones pages 6-7

iii. Release of best practice guide to:
    a. Illustrate how the partnership’s processes for solving the identified problem of practice can be replicated by other LEAs in Illinois.
    b. Identify components of the implemented solution that will be essential for others to replicate.
    c. Describe the teacher leader processes, outcomes, and points of improvement.

iv. Recipients agree to participate in a “Where are they now?” feature led by ISBE on year after the expiration of grant funds.
   a. The feature will include grantees sharing research findings, highlighting continued work and showcasing sustainability of grantee’s efforts beyond grant funding.
Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

☐ 1. Uniform Application for State Grant Assistance (Attachment 1): Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.

☐ 2. Program Narrative (Attachment 2) maximum 10 pages:
See “Program Requirements”.

☐ 3. Objectives and Activities (Attachment 3) maximum 10 pages:
See “Program Requirements”.

☐ 4. Evaluation Design (Attachment 4) maximum 10 pages:
See “Program Requirements”.

☐ 5. Budget Summary (Attachment 5) and Budget Breakdown (Attachment 5A): The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the official authorized sign the form. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

☐ 6. Budget Narrative (Attachment 5B) maximum 5 pages: The budget breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary.
See “Program Requirements”.

☐ 7. Certifications and Assurances (Attachments 6A-B): Each applicant, including each entity that is participating in a joint application, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
   A. Program Specific Terms of the Grant (Attachment 6A)
   B. Grant Application Certifications and Assurances (Attachment 6B)
   C. Equitable Participation of Private Schools (Attachment 7)
   D. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 8)
   E. Certificate Regarding Lobbying (Attachment 9)
   F. Disclosure of Lobbying Activities (Attachment 10)
   G. General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 11)
   H. Federal Funding Accountability and Transparency Act (FFATA) (Attachment 12)
☐ 8. **Letters of Intent to Participate - Optional:** Include letters from other LEAs and/or IHE that you intend to partner with in this grant. Letters should express support for the partnership and commitment to solving the problem of practice.
Program Requirements

When writing a narrative, follow the sequence below for each section; sections need not begin on a new page, please identify each new section using the language below. Applicants should be sure to include detailed descriptions and action strategies associated with each section of the application. Incomplete applications will not be considered for funding. Recommendations for each section page length are given below.

i. **PROGRAM NARRATIVE** – **PROGRAM SUMMARY** (6 pages). This section should include a description of the local problem of practice, proposed solution, methods to determine effectiveness and expected outcomes. Applicants should describe how the program addresses the local problem of practice and connects to the recruiting, preparing, and utilizing teacher leaders as agents of change in PreK-12 schools.
   - Describe the current problem of practice and connect proposed solution to current research-base in teacher leadership, ensuring connection to **NNSTOY TLMS**.
   - List objectives, standards, or benchmarks to determine effectiveness of the program and summarize the instructional services and supports to be provided.
   - List anticipated project results, including:
     - the projected number of teacher leaders, other teachers, principals, and higher education coaches and/or supporting faculty from each partner LEA and/or IHE that will participate in the current funding cycle; and
     - the role and responsibility of each partner participating in partnership activities, if applicable.

ii. **PROGRAM NARRATIVE** - **LOCAL NEEDS ASSESSMENT, SUPPORTING DATA, AND COOPERATIVE PLANNING** (4 pages). This section of the application documents current, local needs of each LEA partner. Applicants will:
   - Identify the specific local problem of practice for focus in the grant’s proposed solution.
   - Describe and document local conditions that substantiate the need for partner LEAs to participate in grant activities, if needed.
   - Describe the collaborative process that was used to plan and decide the proposed solution to the identified problem of practice.
   - Describe the composition of the current teaching population, disaggregating teacher leaders as a cohort, in terms of diversity and discuss any documented need to increase diversity among teacher leaders.

iii. **OBJECTIVES AND ACTIVITIES** - **PROGRAM DESIGN AND DELIVERABLES** (6 pages). This section focuses on the solution design and anticipated results stemming from activities that will be offered for teacher leader participants.
   - Describe how competencies, knowledge, and skills from **NNSTOY TLMS** will be utilized to solve the problem of practice.
   - Summarize expected project outcomes: the benefits provided to other teachers, principals, students, higher education faculty, and communities.
   - Describe evidence-based methods that will be incorporated into plan of action.
   - Describe the strategies that will be employed to address increasing diversity among candidates, if such a need has been identified for the program.
   - Present a staffing plan—including the names and roles of individuals—and an organizational chart, including names of participating individuals and the partner they represent.

iv. **OBJECTIVES AND ACTIVITIES** - **SUSTAINABILITY PLAN** (4 pages). Describe how the program outlined in the application would be sustained beyond the funding timeline of this grant. This should include sustainment of LEA-IHE partnerships if utilized, financial support for teacher leaders and any other anticipated costs.

v. **EVALUATION DESIGN** - **PROGRAM EVALUATION** (5 pages). An external evaluator is not required by these guidelines. This section identifies benchmarks for each goal, objective, and activity.
vi. **BUDGET NARRATIVE** (5 pages). This section provides context to the budget figures included on the budget form and the one-year budget projection. It explains how each budgeted item supports program goals, objectives, activities, and expected outcomes.

- Describe the cost-effectiveness of the budget and frame it within connections to the ISBE goals.
- Connect each expenditure to relevant project goal(s), objective(s), activity(ies), and expected outcomes.
- Ensure that the budget is realistic, cost-effective, and detailed, and that it uses the appropriate categories of expenditures while connecting it to increases in student outcomes.
- Include plan to transition to local funds after grant expires and funding sources.
Application Review

Review and Selection Process:
The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;
- Cost-Effectiveness, Evaluation and Sustainability. Cost-effectiveness and evaluation is defined as overall impact of planned activities toward solving the identified problem of practice through qualitative and quantitative evaluation methodologies.
- Sustainability is defined as the proposal’s long-term plan to sustain programming in subsequent years, including use of outside resources, if indicated.
- In the event of a tie, ISBE will conduct an additional review of top applicants.
- In the event that no applicants receive more than 70% of the available points, no grants will be awarded.

Criteria:
These overall criteria are built into the criteria below. Proposals will be evaluated according to the following point values up to 100. Proposals will be scored and awarded on a competitive basis. The points for each criterion section as well as the individual criteria will also be included in parenthesis. The top two scoring proposals in each category (Tiers 1 & 2 and Tiers 3 & 4) will be awarded.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Emily Fox at EFox@isbe.net.
Selection criteria and point values are as follows:

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<tr>
<th>Not Provided</th>
<th>Very Limited</th>
<th>Somewhat Limited</th>
<th>Moderate</th>
<th>Strong</th>
<th>Very Strong</th>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Proposal requirements are absent.</td>
<td>Proposal provides very few details to meet the project outcomes.</td>
<td>Proposal is unclear and lacks enough evidence to meet project outcomes.</td>
<td>Proposal provides moderate detail and conveys potential to meet project outcomes.</td>
<td>Proposal provides good detail and strong evidence to meet project outcomes.</td>
<td>Proposal exceeds expectations and provides a solid plan to meet project outcomes.</td>
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Section: PRIORITY CURRENT STATUS

Possible Points 0 Or 5

Does the proposal include planning to
- Improve the diversity among participating teacher leaders, and including efforts to support teachers of diverse students, meaning those who serve low-income, minority or English learners;
- Provide opportunities to build skills and experiences needed to effectively serve diverse learners in PreK-12, including students with disabilities, English learners, gifted students, and students with low literacy levels?

Section 1: Need
30 Points Total
(Program Narrative)

Possible Points

| The proposal addresses a state or local need centered around the recruitment, preparation, or utilization of teacher leaders. | 5 |
| The proposal describes resources available to the applicant and explains how those resources are currently being utilized. | 5 |
| The proposal describes the current local landscape of teacher leaders and outlines a need to increase teacher leaders, particularly underrepresented populations. | 5 |
| The proposal identifies the gap in existing resources limiting the use of teacher leaders within the school or /and district. | 5 |
| The quality of rationale for needed research in the problem area is presented. | 5 |
| The research proposed is aligned with NNSTOY TLMS. | 5 |
### Section 2: Capacity and Scope of Plan
20 Points Total
(Objectives and Activities, Budget Narrative)

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Proposal includes support from relevant stakeholders, including the applicant’s direct supervisor and head of the applicant’s department, district, or school (e.g. a dean or superintendent).</td>
<td>5</td>
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<tr>
<td>The proposal describes and justifies how grant funding activities will meet the needs centered around the recruitment, preparation, or utilization of teacher leaders.</td>
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<tr>
<td>Sufficient human capacity for performing and participating in the project is present.</td>
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<tr>
<td>The proposal outlines how grant funding will support the recruitment, preparation, or utilization of teacher leaders.</td>
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### Section 3: Quality and Innovation
30 Points Total
(Program Narrative, Evaluation Design)

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Proposal identifies research methodologies to be used.</td>
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<td>Proposal includes alignment to NNTOY Teacher Leader Model Standards.</td>
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<td>Approaches taken address the problem of practice.</td>
<td>5</td>
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<tr>
<td>Approaches have evidence of including teacher leaders in the development of proposed solutions.</td>
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<td>Proposal provides evidence that supports the proposed solution, with a clearly articulated connection.</td>
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<td>Proposal includes outlining the benefits provided to other teachers, principals, students, higher education faculty, and communities.</td>
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### Section 4: Cost-Effectiveness, Evaluation, Sustainability, and Replicability
20 Points Total
(Objectives and Activities, Evaluation Plan, Budget Narrative)

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<th>Description</th>
<th>Possible Points</th>
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<td>Approaches include anticipated projections and are likely to yield actionable solutions to the problem identified.</td>
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<td>Evaluation plan addresses all indicators and describes how the results will be used to improve the program annually.</td>
<td>5</td>
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<tr>
<td>Approaches are sustainable, and long-term funding is identified and outlined in the proposal.</td>
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<tr>
<td>Proposal illustrates how the partnership’s processes for solving the identified problem of practice can be replicated by other LEAs in Illinois.</td>
<td>5</td>
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