



Illinois State Board of Education


100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

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 Residency Planning Grant

CSFA Number: 586-00-2048
CSFA Title: Teacher Residency Planning Grant

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

Eligibility and Application Information

Eligible Applicants: High-need Local Education Agencies (LEA) including school districts and regional offices of education (ROEs). A high-need LEA means an LEA with schools that (1) have high rates of minority students or high rates of students in poverty as identified by Title I criteria, or (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas (Appendix A).

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2020 grant. This includes completion of the Grantee Registration 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.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

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/ISBE-merit-based-review.pdf>. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: The program will have up to a total appropriation of \$750,000. The Request for Proposals (RFP) is to provide a minimum of three grant awards of up to \$250,000 to eligible Local Education Agencies (LEAs) to support a collaborative partnership between the LEA and an Institution of Higher Education (IHE) that offers an approved preparation program to develop the partnership's capacity to design, prepare for and implement a teacher residency program within the applicant LEA for a state-identified shortage area.

Teacher Residency Planning Grant awards of up to a maximum of \$50,000 per grantee will be awarded in 2019-20 to identify and develop strategies for embedding a full year of clinical residency experience for teacher candidates by the 2020-21 school year. The planning grant funds must be matched by the grantee LEA on a dollar-for-dollar basis. LEA may use actual dollars or the in-kind value of services or other expenditures from the grantee's own resources.

Awards of up to a maximum of \$200,000 for year-one implementation may be awarded to planning grantees contingent on successful completion of the planning grant activities in FY20. Implementation grant monies will be used to implement a full year of residency experience for teacher residents in the 2020-21 school year.

Applicants should note that this funding is intended to supplement and not supplant any existing LEA and IHE teacher residency programs and efforts.

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, 2021. Funding for implementation of the planned residency program in 2020-21 is contingent on successful completion of the planning grant activities in FY20.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand-delivered no later than 4 p.m. CST on Feb. 15, 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>. Choose Cristina Dimmitt-Salinas 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 five copies / an electronic copy of the proposal on a USB flash drive to Cristina Dimmitt-Salinas, Educator Effectiveness Division, 100 North First Street, Springfield, Illinois, 62777 to ensure the RFP response is in the ISBE offices no later than 4 p.m. CST on Feb. 15, 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 location:

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 Tuesday, Jan. 15, at 2 p.m. Registration information is found at <https://attendee.gotowebinar.com/register/681312775066166786>. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to Jan. 7, 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 Cristina Dimmitt-Salinas at cdimmitt@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/ESSA.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 is committed to supporting collaborative partnerships between local education agencies (LEAs) and Institutions of Higher Education (IHEs) that offer approved preparation programs to develop capacity to design, prepare for and implement a teacher residency program for a state-identified shortage area (Appendix A) within the applicant LEA. LEAs are encouraged to propose residencies for one or more endorsement areas.

Program Description:

The intent of the Teacher Residency Planning Grant is to support LEA-IHE partnerships necessary to implement and operate an effective innovative teacher residency program within the applicant LEA. Offering a year-long teacher residency program requires careful collaborative planning and partnership between an LEA and IHE.

Teacher residencies funded by this grant may support residents earning an endorsement in a state-identified shortage area (Appendix A). The Teacher Residency Planning Grant must support the LEA-IHE in developing a program that addresses the preparation requirements for the target teaching endorsement as well as preparation for teaching within the specific district/school context where the resident is placed.

Sample activities that may be funded through the Teacher Residency Planning Grant are:

- i. Planning and development of a new, collaborative LEA-IHE teacher residency program for teacher residents in a state-identified shortage area (Appendix A), including developing the LEA's capacity to effectively offer a teacher residency program and support a cohort model for residents within its local school(s); or
- i. Planning and development of the expansion an existing LEA-IHE collaborative site-based internship for teacher candidates into a teacher residency program in a state-identified shortage area (Appendix A).

Federal Description:

The Every Student Succeeds Act (ESSA) was signed by President Obama on Dec. 10, 2015. This bipartisan measure reauthorizes 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 Aug. 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 teacher residencies 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 high-quality, innovative clinical experiences—such as residency programs—to improve the readiness of novice teachers, with emphasis on both supporting educators serving in schools and communities with significant needs and increasing diversity in the ranks of educators. Funding will leverage partnerships between high-need LEAs and IHEs, and will invest in programs that embed at least one year of clinical experience within preparation programs.

Program Background/History:

Illinois, like most every other state, has seen a significant decrease in the number of individuals who attend a college or university in order to obtain licensure to teach. Thus, considering multiple avenues of entry into the profession of teaching is important in order to afford individuals with a sense of calling and connection to specific communities the opportunity to become licensed to teach. While ISBE is not prescriptive on the length or type of field experience required as part of

the teacher preparation program, the majority of these experiences are short in duration and do not provide intensive, clinical experience that increases readiness of novice teachers to serve the diverse classrooms and schools, especially in high-needs areas. Residency programs provide year-long clinical experience, intensive supports, and improve coherence among educators' pre-service experience, initial work as a teacher of record, and future professional learning. National studies of teacher residency programs suggest that the practice is associated with significantly improved retention rates¹. Emerging evidence also suggests that clinical residency programs can provide a resource to address educator needs in licensure shortage areas and provide a pathway to attract and retain talented teaching candidates by emphasizing a year-long clinical experience alongside mentor teachers.

ISBE is committed to supporting the development of teacher residencies and is currently working to identify modifications to statute necessary as well as identifying funds in order for this work to proceed. The purpose of this teacher residency program is to provide funding for Local Education Agencies (LEAs) in partnership with Institutions of Higher Education (IHEs) with approved teacher preparation programs to develop the partnership's capacity to design, prepare for, and implement innovative approaches to fieldwork in the form of a teacher residency. In turn, this will provide residents rich and extended opportunities to work with, learn from, and hone their developing craft alongside practicing teachers. This work will be shared throughout the state and beyond.

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:

Residency programs provide year-long clinical experience with intensive supports, and improve coherence among educators' pre-service experience, induction and future professional learning. LEA in partnership with the IHE shall use planning grant funds to design Teacher Residency Programs to meet the following objectives:

- i. Develop strong partnerships between LEAs and IHEs;
- ii. Recruit high-ability teacher residents to meet specific district hiring needs, especially where there are shortages (see Appendix A);
- iii. Implement a full year of clinical practice co-teaching alongside an expert mentor teacher;
- iv. Offer relevant coursework and/or competencies that are tightly integrated with clinical practice;
- v. Recruit, train and provide ongoing professional development for expert mentor teachers to co-teach with teacher residents;
- vi. Recruit diverse cohorts of residents, including utilizing recruitment efforts to include underrepresented candidates, including but not limited to low-income student residents, residents of color, and first-generation student residents;
- vii. Ensure cohorts of teacher residents in classroom settings model evidence-based practices with diverse learners—including English learners, students with disabilities, gifted students, and/or students with low literacy levels—that are designed to help novice residents learn to teach;
- viii. Provide ongoing mentoring, induction and support for new teachers after they graduate;
- ix. Supply financial support for teacher residents in exchange for committing to teach in the sponsoring LEA for a minimum number of years, if offered a position; and
- x. Successfully prepare residents for receipt of the professional educator license upon program completion.
- xi. Sustainability, including use of existing institutional resources (in-kind, financial, etc.) to support long-term implementation;
- xii. Residents are incentivized or required to commit to teaching or leading in the partner LEA upon completion of the program.

¹ R. Guha, M.E. Hyler, and L. Darling-Hammond. *The Teacher Residency: An Innovative Model for Preparing Teachers*, Learning Policy Institute, September 2016.

https://learningpolicyinstitute.org/sites/default/files/productfiles/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf.

Policy Requirements:

The Illinois ESSA Plan was approved by the U.S. Department of Education on Aug. 30, 2017. The plan includes a promise to develop a competitive grant opportunity for LEAs and IHEs to design, prepare for and implement innovative approaches to fieldwork in the form of a teacher residency.

Targets:

All projects should meet all of the criteria specified in the “Performance Criteria” section.

Performance Criteria:

1. Adherence to all Illinois Compiled Statute and Illinois Administrative Code requirements for licensure.

2. The proposed partnership between LEA and IHE is high quality and includes all of the following:

- i. Communication that is frequent and bi-lateral.
- ii. Collaboration between LEA and IHE is focused around educating, supporting, and coaching the resident as an emerging teacher.
- iii. Co-creation of resident development program and materials to evaluate, coach and support the resident.
- iv. A mentor and IHE program coordinator, meeting criteria specified above, must be assigned to each resident for the duration of the residency.
- v. The mentor and IHE program coordinator must communicate regularly (weekly) with each other and the resident regarding the resident’s progress.
- vi. The mentor, school administrator and the IHE program coordinator must jointly complete a mid-term and final candidate performance evaluation.

3. All practices and approaches developed for the residency will demonstrate innovation and/or reliance on current research-based best practice as shown by:

- i. Practices and approaches utilized must be rich and provide residents with opportunities to observe and receive mentoring from/teach alongside practicing teachers.
- ii. Approaches taken must be grounded in current best practice in teacher residency models (Appendix B).
- iii. Detailed descriptions of practices and approaches must be recorded in reports and narratives to ISBE and shared during quarterly meetings.

4. All resident experiences will demonstrate high quality of the time by:

- i. Residents must receive support from the higher education institution, district and school-level administration, and practicing teachers on a regular basis throughout the residency, including but not limited to regular check-in meetings, formal and informal observations, and formal opportunities for the resident to seek advice and receive constructive feedback.
- ii. Residents must be exposed to and included in meetings and decision-making processes privy to other teachers within the school, including but not limited to unit planning, assessment of student work, regular communication with parents or caregivers, parent-teacher conferences, professional learning community or grade-level team meetings, and staff meetings.
- iii. Mentoring and interactions with practicing teachers must be frequent and beneficial to the resident’s growth as a new teacher.
- iv. The mentor selected for each resident must, at minimum, have received either a ‘commendable’ or exemplary summative rating on his or her most recent teacher evaluation.

5. Local capacity to support the proposal is articulated for sustainability beyond grant funding.

- i. This includes the development of mentor teachers and sustaining their development over time.

Performance Measure:

Number of performance criteria met.

Performance Standards:

The minimum acceptable standard would be projects meeting only four of the five criteria listed above.

Deliverables and Milestones:

Submission of all items outlined below will be to Cristina Dimmitt-Salinas, cdimmitt@isbe.net.

1. Quarterly Reports to ISBE

- a. These will be in a format specified by ISBE to serve as an update to progress on planning the residency.
- b. Grantees must be committed to the project and meet all established deliverables and timelines.
- c. Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future quarterly reports.

2. By December 31, 2019, the Implementation Plan for the execution of the Teacher Residency during the 2020-2021 school year will be submitted.

- a. Plans must identify approaches grounded in current best practice in residency models (Appendix B);
- b. Plans must be informed by data (i.e., through a needs assessment completed in collaboration with all partners, potential residents, and other relevant stakeholders);
- c. Plans must describe a multi-year timeline for how the program will build on and expand to address priority elements (below) over time; and
- d. Plans must address evaluation and evidence-based continuous improvement of both individual residents as well as the residency model itself.

3. Attendance and participation in quarterly meetings with other grantees and representatives from ISBE.

- a. Grantees will be expected to showcase, through a presentation, the status of their planning and also serve as thought partners to other grantees by providing feedback during these meetings.
- b. In person meetings will be hosted in a location that takes into account the geographic distribution of grantees and are mandatory for each grantee.
- c. Teams must be identified in the narrative and include representatives from LEAs and IHEs.

4. End of Grant Report

- a. This will be submitted in a format specified by ISBE.
- b. It will serve as a summary of the planning process with information about number of residents expected to matriculate the following fall.
- c. It will include the status of mentor teacher recruitment and training.

5. Statewide Resources

- a. Design guidance and resources describing the residency planning process, outcomes, and points of improvement. Information should include, but is not limited to, partnership, residency benefits, best practices, mentor training and pairing, financial considerations and other resources to each aspect of the program.
- b. This will be used by ISBE to support development of other residency partnerships across the state.

Funding Information

Introduction:

The program will have up to a total appropriation of \$750,000. The Request for Proposals (RFP) is to provide a minimum of three grant awards of up to \$250,000 to eligible Local Education Agencies (LEAs) to support a collaborative partnership between the LEA and an Institution of Higher Education (IHE) that offers an approved preparation program to develop the partnership’s capacity to design, prepare for and implement a teacher residency program within the applicant LEA for a state-identified shortage area.

Teacher Residency Planning Grant awards of up to a maximum of \$50,000 per grantee, awarded in 2019-20 for a planning grant to identify and develop strategies for embedding a full year of clinical residency experience for teacher candidates by the 2020-21 school year. The planning grant funds must be matched by the grantee LEA on a dollar-for-dollar basis. LEA may use actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources.

Awards of up to a maximum of \$200,000 for year-one implementation may be awarded to planning grantees contingent on successful completion of the planning grant activities in FY20. Implementation grant monies will be used to implement a full year of residency experience for teacher residents in the 2020-21 school year.

Applicants should note that this funding is intended to supplement and not supplant any existing LEA and IHE teacher residency programs and efforts.

Contingent on federal funding/state appropriations, ISBE intends to fund at least three grantees to support the successful development and implementation of residency programs over five fiscal years. The table below identifies the projected plan for grant funding.

FY	Residency	Grant Award	% Match Required
20	Planning	Up to \$50,000	Up to \$50,000
21	Yr 1 Implementation	Up to \$200,000	\$0
*22	Yr 2 Implementation	Up to \$150,000	Up to \$50,000 dependent upon grant award
*23	Yr 3 Implementation	Up to \$100,000	Up to \$100,000 dependent upon grant award
*24	Yr 4 Implementation	Up to \$50,000	Up to \$150,000 dependent upon grant award
25	Yr 5 Implementation	\$0	Responsible for all program costs

** ISBE intends to release future implementation grants contingent on federal funding/state appropriations.*

Cost Sharing or Matching:

The planning grant funds awarded in FY20 must be matched by the grantee LEA on a dollar-for-dollar basis. LEA may use actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources. The budget narrative should include information about how the matched funds will be used to support the grant.

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:
 - o Select the 10% diminimus rate
 - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
 - o 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 .

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 \$750,000.

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. Reports required for continuation funding (format designated by ISBE):
 - a. Quarterly progress reports (see Deliverables and Milestones pages 7-8)
 - b. Full implementation plan for FY21 (see Deliverables and Milestones page 7-8)
 - c. End-of-year progress report

- ii. Presentations
 - a. Quarterly in-person peer-to-peer sessions with LEA and IHE partners reporting out sharing best practices and lessons learned
 - b. Attendance is mandatory for the grantee core planning team and must include members of both the LEA and IHE.

- iii. Statewide Resources
 - a. Design guidance and resources describing the residency planning process, outcomes, and points of improvement that
 - i. Illustrates how the partnership's processes for designing a yearlong residency can be replicated by other LEAs in Illinois.
 - ii. Identifies components of the partnership that will be essential for others to replicate.
 - iii. Includes but is not limited to explaining the LEA/IHE partnership, residency benefits, best practices, mentor training and pairing, financial considerations and other resources to each aspect of the program. Provide examples, if applicable.

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 (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:
See Program Requirements.
- 7. Certificates and Assurances (Attachments 6A and 6B):** 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 Support or Letters of Intent to Participate:**
Include letters from other LEAs and IHEs that you intend to partner with in this grant. Letters should express support for the partnership and commitment to building a self-sustaining teacher residency program. Additionally, letter(s) of support from the building leadership of the schools identified to be the hosts for teacher residents is required.

Program Requirements

When writing a narrative, follow the prescribed sequence below for each section. While 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 (5 pages).** This section should include identification of the program's goals, activities, and expected outcomes.
 - a. Applicants should describe how the program addresses minimum requirements for the Professional Educator License to be awarded to residents at the completion of the program, and how proposed residency experiences will be integrated.
 - b. State the type of preparation program(s) and endorsement areas to be involved in the grant project. For each endorsement, state whether the program level is undergraduate and/or post-baccalaureate.
 - c. State the goal of the partnership.
 - d. List measurable objectives, standards, or benchmarks to determine effectiveness of the program and summarize the instructional services and supports provided.
 - e. List anticipated project results, including:
 - i. the projected number of residents, mentor teachers, other teachers, principals, and higher education coaches and/or supervising faculty from each partner LEA and/or IHE that will participate in the current funding cycle; and
 - ii. the impact of each partner participating in partnership activities.
- ii. **PROGRAM NARRATIVE - LOCAL NEEDS ASSESSMENT, SUPPORTING DATA, AND COOPERATIVE PLANNING (5 pages).** This section of the application documents current, local needs of each LEA partner. Partnerships will:
 - a. Describe strengths and specific areas for improvement in each partner's existing clinical experiences or resident program, being certain to address the process used to place candidates in LEAs, the preparation and ongoing support of mentor teachers.
 - b. Identify which endorsement areas are selected as a focus for this grant proposal, why the program(s) were selected, and how teachers other than mentor teachers will participate. Include applicable data to support why particular endorsement areas were selected (Appendix A).
 - c. Describe and document local conditions that substantiate the need for partner LEAs and IHEs to participate in grant activities.
 - d. Describe the collaborative process that was used to plan and decide how partnerships would implement residency grant activities.
 - e. Describe the composition of the preparation program candidates in terms of diversity and discuss documented need to increase diversity among candidates.
- iii. **OBJECTIVES AND ACTIVITIES - PROGRAM DESIGN AND DELIVERABLES (6 pages).** This section focuses on the instructional program and anticipated results stemming from activities that will be offered for residency program participants.
 - a. Describe how competencies, knowledge, and skills associated with professional practice in the endorsement area will be incorporated into the residency experience.
 - b. Summarize expected project outcomes: the benefits provided to mentor teachers, other teachers, principals, students, higher education faculty, residents, and their instructional coaches.
 - c. Describe how representatives from both the IHE and LEA will support program participants as they complete preparation coursework while they participate in yearlong residency programs.
 - d. Describe evidence-based pedagogical methods that will be incorporated into residency programs.
 - e. Describe the incentives and flexibilities that will be incorporated to encourage residents to participate in these programs.

- f. Describe the supports and retention strategies that will be implemented with residency program participants.
 - g. Describe how the partnership anticipates improving practice-based, clinical sites for future teachers.
 - h. Describe the partnership’s capacity to design a year-long residency program that culminates in a Professional Educator License (PEL).
 - i. Describe the partnership’s capacity to strengthen the professional practice of future new teachers, accomplish stated goals, objectives, and expected outcomes, including the qualifications of the LEA grantee project director to administer a partnership grant.
 - j. Describe the strategies that will be employed to address increasing diversity among residents.
 - k. Describe how the partnership anticipates supporting residents as they meet state and program standards through a year-long residency.
 - l. Present a staffing plan—including the names and roles of individuals from each partner—and an organizational chart, including names of participating individuals and the partner they represent.
 - m. Attach as an appendix a table that shows the alignment between program and state standards and experiences and how they are assessed within the residency.
- iv. **OBJECTIVES AND ACTIVITIES - SUSTAINABILITY PLAN** (4 pages). Describe how the program outlined in the application will be sustained beyond the funding timeline of this grant. This should include sustainment of LEA-IHE partnerships, financial support and financial feasibility for residents, and ongoing mentorship and support of residents. This ongoing support can be both for future cohorts of residency program participants and for those who complete the residency experience during grant-funded years, as they go on to take positions in LEAs.
- v. **EVALUTION DESIGN - PROGRAM EVALUATION** (10 pages). An external evaluator is not required by these guidelines. This section identifies benchmarks for each goal, objective, activity, and expected outcome. Each partnership identifies methods that will be used to report project results to its partners, other LEAs and IHEs, and how it will work with partners to understand and use key project results to improve teaching and learning.
- a. Design a plan to identify and document components of an effective model of a yearlong teacher residency that partner institutions and other preparation programs will be able to implement and that is intended to lead to the filling of critical vacancies in high-need LEAs.
 - b. Establish and document specific standards or benchmarks used to determine the effectiveness of the program, including how teacher residents perform in comparison to previous cohorts of teacher candidates, if applicable.
 - c. Describe and provide rationales for planned evaluation methods.
 - d. Provide draft evaluation instruments, including those for use by mentor teacher, IHE coordinator, and resident for self-evaluation.
 - e. Name the individual who will be responsible for the overall project evaluation and provide documentation of the individual’s qualifications.
 - f. Describe how evaluation results are reported to partners and to ISBE. (Anecdotal participant data and participant self-reporting are insufficient methods for measuring program effectiveness and impact. If anecdotal evidence is used, it must be in conjunction with other forms of evidence supporting claims of program impact.)
 - g. Describe how members of the partnership will work together to understand and use key project results to inform and improve program implementation in future years.
- vi. **BUDGET NARRATIVE** (5 pages). This section adds meaning 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.
- a. Describe the cost-effectiveness of the budget and frame it within connections to the ISBE goals.
 - b. Connect each expenditure to relevant project goal(s), objective(s), activity(ies), and expected outcomes.
 - c. Reference “Critical Factors and Components of Effective Residency Approaches within a Collaborative Partnership” (Appendix B) as applicable.

- d. Ensure that the budget is realistic, cost-effective, and detailed, and that it uses the appropriate categories of expenditures.
- e. Include a matrix (as an attachment) of the plan for matching funds including; actual funds and in-kind funds. Reference expenditures from ISBE budget template where applicable.

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. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be included in parenthesis.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Cristina Dimmitt-Salinas at cdimmitt@isbe.net .

Selection criteria and point values are as follows:

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

Section 1: Planning 10 Points Total (Program Summary, Program Design and Deliverables)	Possible Points
Planning: <ul style="list-style-type: none"> a. Improving the diversity among participating cohorts of residents, including efforts to include underrepresented populations, including but not limited to low-income residents, residents of color, and first-generation residents; and b. Providing 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. 	5
Implementation planning: <ul style="list-style-type: none"> a. Residents are incentivized or required to commit to teaching or leading in the partner LEA upon completion of the program; b. High-ability residents selected to meet demonstrated hiring needs in specified shortage areas; and 	5

c. Ongoing mentoring and support for residents after they successfully complete the program and earn their license.	
Section 2: Need 20 Points Total (Local Needs Assessment, Budget Narrative)	Possible Points
The proposal addresses a local need centered around the development of teacher residencies.	5
The proposal describes resources available to the grantee and explains how they will be leveraged in support of the residency and ultimately the resident.	5
The proposal describes the current local landscape of IHE and LEA staffing needs.	5
The proposal outlines where local shortages in specific endorsement areas currently exist, including region, district, or school-level data to support the identified area of need.	5

Section 3: Capacity and Scope of Plan 20 Points Total (Program Summary, Program Design and Deliverables, Budget Narrative)	Possible Points
The proposal includes explanation of how partnership and coordination with IHE and LEA will occur and who at each entity will be responsible for successful planning and implementation of residency program.	5
The proposal includes explanation of how the LEA and IHE will build out the residency, including training of mentor teachers and their ongoing support.	5
Sufficient human capacity for performing and participating in the residency is present.	5
The proposal outlines how grant funding will support the development of the teacher residency.	5
Section 4: Quality, Innovation and Evaluation 50 Points (Program Narrative, Program Design and Deliverables, Program Evaluation)	Possible Points
The quality of rationale for selected teacher residency model is presented.	5
The proposal includes a strong training model for the mentor teachers and has a plan for their training and support, including financial, for their service.	5
The proposal includes a quality plan to integrate the residency requirements into its current pathway to teacher licensure.	5
The proposal outlines sound research methodologies to be used both in development and in ongoing evaluation.	5
The selection of residents allows for individuals with varied backgrounds and skills to be chosen.	5
Approaches are innovative and reflect the current best practice in the field of teacher residency models (Appendix B).	5
The evaluation plan addresses all indicators and describes how the results will be used to improve the residency and partnership annually.	5
The evaluation of residents includes self-reflection and solicits input from multiple sources.	5
The evaluation of teacher residents is frequent, ongoing, and planned to occur from both the mentor teacher and the IHE.	5

The evaluation plan addresses how the results will be used to improve the program annually.	5
Section 5: Timeline, Cost-Effectiveness and Sustainability 20 Points (Sustainability Plan, Budget Narrative)	Possible Points
Timeline for completion of planning and capacity building process, recruitment and enrollment.	5
Budget narrative explaining how each of the costs was determined/calculated for both grant funds and the matching funds. Including efficient and effective use of time, fiscal resources and material resources.	5
Approaches are sustainable and long-term funding is identified and outlined in the proposal.	5
The proposal illustrates how the partnership's processes for developing the teacher residency can be replicated by other LEAs in Illinois.	5

Appendix A
Teacher Residency Planning Grant
State Shortage Areas identified by 2018 vacancies

Subject Area	# of Vacancies
Special Ed - LBS I	370
Bilingual Education	118
Elementary Education (ELED)	109
Foreign Language - Spanish	63
English as a Second Language	53
ELED-Physical Education	53
Art	51
Middle School Science - General	47
Early Childhood	39
Math	39
English - Language Arts	35
Special Ed - Bilingual	32
Computer Literacy/Technology	23
Elementary - Music (K-8)	22
Physical Education (9-12)	19
Mathematics	18
Social Science	17
Music	13
Special Ed - Speech & Lang. Teacher	13
Special Ed - Hearing Impairment	13
Physical Education	12
Voc Tech - Family & Consumer Sciences	11
English - English	10
Career and Technical Educator (CTE)	10
Reading Specialist	10
Voc Tech - Business, Marketing, Management	9
Science - Biology	7
Voc Tech - Industrial Occupations	6
Science - Chemistry	6

Math - Geometry	6
Special Ed - LBS II	6
Math - Algebra	6
Music – Vocal/Instrument	6
Science - Physics	5
Driver Education	2
Health Education	2
Voc Tech - Agriculture	2
Computer Programming	2
Gifted Education	2

Appendix B

Teacher Residency Planning Grant

Critical Factors and Components of Effective Residency Approaches within a Collaborative Partnership

Compiled from the Learning Policy Institute (LPI)², Bank Street College³, and National Center for Teacher Residencies (NCTR)⁴.

- A strong, well-defined and agreed-upon district/university partnership with shared responsibilities is in place and is recognized through a formal agreement (MOU).
- Participating LEA schools model research-based practices with diverse learners. The selected schools must be organized to support high-quality teacher learning experiences in a supportive work environment.
- Participating LEAs cannot charge a resident a fee to participate in the program.
- Residency program plan is based on and supported by data.
- Cohorts of candidates must have opportunities to share experiences including but not limited to shared courses, seminars, informal and formal gatherings.
- The residency experience is not less than one school year in length in one school/district adhering to the district calendar and is not dependent on the preparation program's academic calendar.
- A fully credentialed, experienced, and effective teacher is identified as the mentor. The mentor must have a minimum of three years of successful teaching, including satisfactory evaluations.
- There is a clear process to identify and select experienced teachers who will serve as master teachers/mentors for the residents while also co-teaching with their assigned resident. The mentor/master teachers must be compensated, receive appropriate release time or both.
- The mentor must receive specific training on their role and engage in ongoing professional learning and networking with other mentors.
- Teacher preparation coursework is concurrent with the residency year.
- Teacher preparation coursework is tightly aligned with the resident's work in the school/classroom.
- There is a clear process for recruiting and selecting diverse and committed residency candidates who demonstrate a high likelihood for success.
- There is a clear process for how residents will be supported through a cohort model.
- The resident shares the full range of experience with the master teacher, including planning, instruction, assessing (formative and summative), and working with families of the students. Resident also participates as a member of the larger school community, engaging in all aspects of the responsibilities beyond the classroom such as student supervision, committee work, and staff meetings.
- Coursework in the teacher preparation program may be taught by IHE faculty or by qualified LEA practitioners.
- Teacher preparation courses may take place at both the LEA and the IHE.
- The program requires participants to commit to teach for four years in the district where the candidate completed the residency program. Completers have five years to satisfy the four-year teaching requirement. A candidate who fails to earn a teaching license or does not teach for the four required years shall reimburse the sponsoring grant recipient the amount invested in the candidate.
- The LEA agrees to a hiring priority for the resident upon successful completion of residency program and attainment of the teaching license.
- Induction support is provided for residents who complete the program.

² Guha, R., Hyler, M., & Darling-Hammond, L. (2016, September). *Learning Policy Institute*. Retrieved from https://learningpolicyinstitute.org/sites/default/files/productfiles/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf

³ Bank Street College. (2017, September). *Residency Partnership Resources*. Retrieved from Bank Street College of Education: <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1011&context=faculty-staff>

⁴ National Center for Teacher Residencies. (2018, November). *The Residency Model*. Retrieved from National Center for Teacher Residencies: <https://nctrresidencies.org/about/residency-model-teacher-mentor-programs/>

