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BILL HASLAM
Governor

To: Chancellors, Presidents, and Deans (Education)
Tennessee Institutions of Higher Education

From: Richard G. Rhoda, Executive Director 

Date: March 4, 2013

Subject: Request for Proposals for Diversity in Teaching Grants

The Tennessee Higher Education Commission is requesting proposals for the 2013 Diversity in Teaching Grant Program. The Diversity in Teaching Grant Program was formerly known as the Minority Teacher Education Grant Program.

The Diversity in Teaching Grant is a competitive matching grant program. Its purpose is to increase the number of qualified teachers from underrepresented groups who are committed to diversity as an instructional tool and entering the teaching profession in grades K-12. Under the Minority Teacher Education grant program, focus was placed on increasing the eligible pool of minorities preparing to be teachers. With the dismissal of the *Geier* settlement, the program and eligibility have changed. The Minority Teacher Education grants were phased out in 2007-2008 and replaced by the Diversity in Teaching Grant Program.

Background

In 1989, the General Assembly passed HJR 36, which called for a variety of remedies to correct the underrepresentation of African-Americans and Hispanics among public school teachers in Tennessee. The resolution reflected the legislature's belief that bringing more minorities to the teaching profession would supplement the education of students through diverse instruction and would provide role models for minority students. One of the suggested remedies to the underrepresentation was the development of a matching grant to support pilot projects designed to expand the recruitment pool of minorities preparing to be teachers.

Consistent with various programs created to implement the Stipulation of Settlement in *Geier v. Alexander*, calling for the desegregation of public higher education in Tennessee, the Minority Teacher Education pilot program was established. Through collaboration between public and private higher education entities in Tennessee and local school districts, a pilot project was developed to target African-Americans who are teacher aides, substitute teachers, high school students, community college students, non-degreed community residents, military personnel, and college graduates presently not teaching who are interested in entering the teaching profession. Project initiatives were expected to include matching state-appropriated funds with local funds on a one-to-one basis, to provide services designed to ensure high student retention and graduation rates, and to establish an evaluation model to examine the effectiveness of the program's efforts.

New Eligibility Criteria

With the settlement of the *Geier* desegregation lawsuit, and in light of current federal laws, the Minority Teacher Education program has evolved into the Diversity in Teaching program. THEC remains committed to the overarching goals of the program as previously administered, though some operational elements of the program must shift to ensure proper compliance with federal law. Race can no longer be used as the primary criteria in determining program eligibility. Additionally, the proportionality of minority teachers to minority students can no longer be a governing principle of the program.

Although changes to the program are necessary by law, there continues to be a need to address the shortage of underrepresented groups among the teaching ranks and to nurture teachers who embrace diversity as an instructional tool. Therefore, the Diversity in Teaching grants will be awarded to institutions whose proposals demonstrate a commitment to achieving that ultimate end, regardless of race.

Proposal Requirements

The Diversity in Teaching Grant is a competitive matching grant program. Program proposals shall emphasize curriculum and retention strategies to enable students to progress through teacher education programs, on passing the PRAXIS examination, and ultimately, on obtaining licensure. Projects should be developed by a public or private higher education institution with a state-approved teacher education program in cooperation with a Local Education Agency (LEA).

State community colleges shall be eligible when jointly participating with a four-year institution of higher education that houses a Teacher Education

program approved by the state to recommend teachers for licensure. Collaborative projects with community colleges shall target non-traditional groups e.g., teacher aides, substitute teachers, post-high school students, community college students, degreed or non-degreed community residents, and college students, including military, presently not teaching who are interested in the teaching profession.

Approximately four General Competition projects will be funded for up to \$50,000 annually for an individual institution, with a maximum 2 year program cost of \$100,000. The grant period will be from July 1, 2013 - June 31, 2015. Please see the grant timeline on page 8 of the RFP for an approximate timeline for the review and approval process. The program is authorized through funding in the appropriations bill. **Awards will be contingent upon appropriation of funds by the State Legislature in its FY 2013-2014 and FY 2014-2015 appropriation.**

Project proposals are required to match state appropriated funds under this RFP with institutional, private or local funds and/or in-kind services. A dollar-for-dollar match is required.

Please include one signed original proposal and twelve (12) complete copies, as well as e-mail an electronic copy in PDF format of the proposal to the address below. All materials (paper copies and electronic copies) must be returned to the following address by **2:00 p.m. (CST) on May 1, 2013:**

Herbert Brown
Academic Affairs Analyst
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
615-741-0060
Herbert.J.Brown@tn.gov

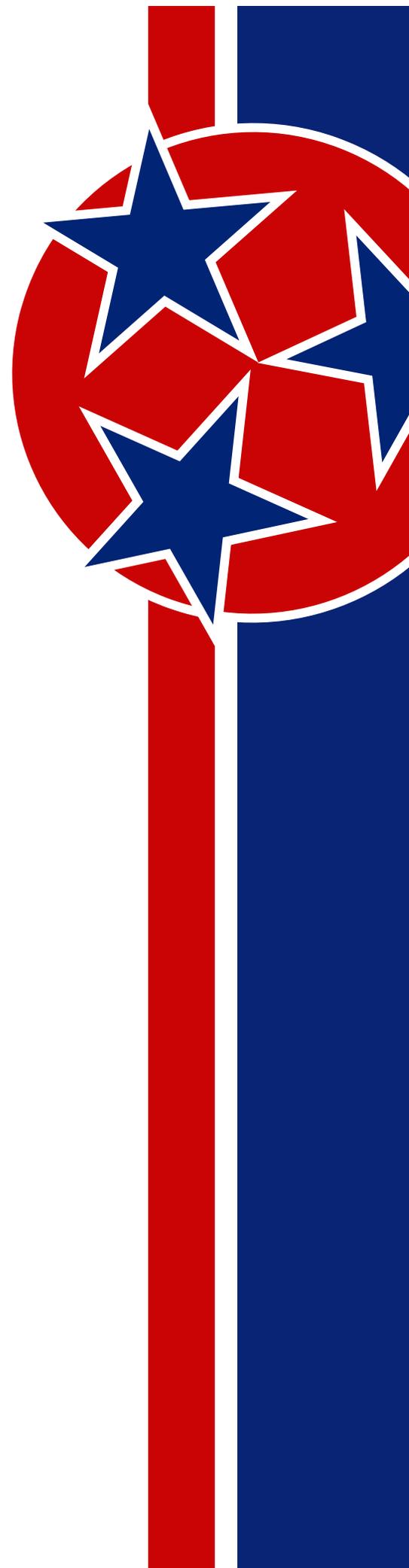
Thank you for your interest in this important program and THEC looks forward to receiving your submissions.

Enclosure

**Tennessee Higher
Education
Commission**

**DIVERSITY
IN
TEACHING
GRANT PROGRAM**

**2013
REQUEST FOR PROPOSALS**





DIVERSITY IN TEACHING GRANT PROGRAM

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**TENNESSEE HIGHER EDUCATION COMMISSION
REQUEST FOR PROPOSALS
DIVERSITY IN TEACHING PROGRAM
ACADEMIC YEARS 2013-2015**

INTRODUCTION

Every two years, the Tennessee Higher Education Commission administers the Diversity in Teaching (DIT) Program (formerly known as the Minority Teacher Education Program), which provides funds, awarded on a competitive basis, to Tennessee colleges and universities for the development of programs which increase the number of K-12 teachers in Tennessee from underrepresented groups with a commitment to diversity as an instructional tool.

A panel comprised of THEC staff, representatives from the state's Department of Education, Board of Education, local education agencies, and colleges and universities will evaluate proposals. Proposals will be evaluated and rank ordered. Funding for those proposals with the highest ranking will be given award priority.

PROGRAM REQUIREMENTS

An institution may submit no more than one single institution and one consortium proposal. Consortium proposals must include a community college as a partner.

PARTICIPATING TEACHER EDUCATION STUDENTS

- Teacher education enrollment is defined as the number of students officially accepted into the institution's or cooperating institution's teacher education program.
- Tennessee residents should be given preference as participants. All participants should be vigorously encouraged to remain in Tennessee as practicing K-12 teachers.

FUNDING PRIORITIES

- Funding should be requested for student support rather than personnel or administrative costs. Absent a very strong argument, all state awarded funds should be utilized for student support with funds for personnel, etc. being derived from the match. Student support is limited to tuition, licensure fees, and some instructional materials.
- Awards will be contingent upon appropriation of funds by the State Legislature in its FY 2013-2014 and FY 2014-2015 appropriation.

RECRUITMENT PLAN

All applicants must provide a specific plan for identifying, recruiting and selecting students to participate in the DIT program. This plan should include:

- The type and number of students sought for program participation. Examples are: teacher aides, substitute teachers, college graduates pursuing initial teacher license, or veterans.
- A description of the selection criteria for student participants. This should include a detailed description of the method used to assess the student's commitment to diversity as an instructional tool.

RETENTION PLAN

All applicants must provide a specific plan for retaining students that are selected into the DIT program. This plan should include:

- The types of services made available to the students to ensure successful completion of the program.
- A detailed contingency plan to retain students who contemplate leaving the program before completion.
- A defined plan to identify and mentor any Diversity in Teaching fellowship students currently enrolled in the institution's teacher education program.

PARTNERSHIP WITH THE LOCAL EDUCATION AGENCY

One key goal of the Diversity in Teaching Program is to establish collaborative coalitions between institutions of higher education (IHE) and local education agencies (LEA) or school districts. Evidence of the partnership should include letters of commitment as well as a specific plan for the partnership. The letter of commitment from the LEA should detail the types of teacher education students recruited and also encourage possible employment and practicum skills development for pre-service teachers. The plan should:

- Describe the make-up of the LEA, its needs, and a plan on how this proposed program can help meet those needs.
- Describe a plan of agreement between the IHE and the LEA to place teacher education students in the school system at some level. For example, the agreement may be that students from this program will student teach in this LEA or be highly considered for employment upon graduation.

PLAN FOR SUCCESSFUL TEST COMPLETION

With the significant number of teacher education students failing to pass the PRAXIS through multiple attempts, this proposal should outline plans to raise first-attempt PRAXIS pass rates:

- Specifically describe how the program will prepare students for the PRAXIS series testing.
- **Students will only be eligible for PRAXIS funding on the first-attempt per PRAXIS exam. If a student fails the first-attempt, subsequent test fees (for the same exam) cannot be covered through DIT grant funding.**

- Institutions that are applying for funding immediately following a current DIT project must discuss their Praxis passage rate during the previous academic year, and if necessary, propose methods of raising that rate.

PROGRAM DESIGN

Programs must be time-efficient. Priority will be given to proposals in which students graduate and complete their teacher licensure programs within two years of their initial participation in the program.

- Describe the time line of all program activities including projected test completion.
- Include the curriculum of the program.

INTERNAL EVALUATION PLAN

All applicants are required to provide an evaluation design that indicates the process and tools by which the outcomes and effectiveness of the project will be assessed. Proposals must include a specification of performance benchmarks in the evaluation plan.

A dollar-for-dollar match is required. Institutional funds, private or local funds, and/or in-kind services can all be used for the match. **Funds from THEC must be directed to student support.** Funds for personnel, etc. must be derived from the matching funds.

DIVERSITY IN TEACHING PROGRAM CRITERIA FOR PROPOSAL EVALUATION

Strength of the Partnership with K-12 LEAs and Schools: 15 points

- a. The extent to which the program will meet the needs of the local education agency;
- b. The extent to which the program has structured collaboration with the local education agency (observation, practicum, student teaching experiences)

Quality of the Project Design: 20 points

- a. The extent to which the curricula of the program reflect the most accurate and current pedagogy;
- b. The extent to which the project is efficient (students will be licensed within 2 years of admission into the program);
- c. The extent to which the project will increase the number of teachers committed to diversity as an instructional tool;
- d. The extent to which the project will increase the number of teachers from underrepresented groups;
- e. The extent to which the project will increase the pool of eligible, highly-qualified, K-12 teachers in the discipline areas of greatest need; and
- f. The extent to which the project will increase the pool of K-12 teachers in underrepresented areas of Tennessee.

Quality of the Plan for Successful Test Completion: 10 points

- a. The extent to which the program will prepare students to successfully complete teacher licensure exams on the first-attempt; and
- b. The extent to which the program has a plan to help students that make multiple attempts to obtain a passing score on the teacher licensure exams **(Note: multiple test attempts cannot be funded through the DIT grant).**

Quality of Recruitment Plan: 20 points

- a. The extent to which the services to be provided by the proposed project are appropriate to meet the needs of the intended recipients or beneficiaries;
- b. The likely impact of the services to be provided by the proposed project on the intended recipients of those services; and
- c. The extent to which the proposed project will focus on serving or otherwise addressing the needs of non-traditional students and those students with non-education focused backgrounds.

Quality of Retention Plan: 20 points

- a. The extent to which the project provides a plan to support the students once accepted into the program;
- b. The extent to which the project provides a detailed plan to retain students in jeopardy of early exit from the program; and
- c. The extent to which the project identifies current teachers and successful teacher education students and includes a plan to incorporate a mentorship opportunity for DIT participants with teachers and other licensure candidates in an effort to increase retention in the DIT program.

Quality of the Project Evaluation: 15 points

- a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;
- c. The extent to which the methods of evaluation are appropriate to the context within which the project operates; and
- d. The extent to which the plan will conduct follow-up evaluations on the participants and reports the results of such evaluations in final and continued reporting.

DIVERSITY IN TEACHING PROGRAM APPLICATION REQUIREMENTS

All applications should contain the following elements on numbered, typed, double spaced pages, with one-inch margins and 12 point font:

- Cover page (see Appendix A)
- Table of Contents
- Project Description (4 pages maximum)
- Timeline of Project Activities (2 pages maximum)
- Recruitment Plan (2 pages maximum)
- Retention Plan (2 pages maximum)
- Evidence of Partnership with Local Education Agency
- Plan for Successful Praxis Test Completion (2 pages maximum)
- Program Evaluation (4 pages maximum)
- Budget Form (see Appendix B) This form **MUST** be used for all projects.
- Budget narrative, explaining how the THEC funds will be utilized, documenting the matching funds, and explaining how the matching funds are to be utilized.
- Bibliography - If references are cited, the proposal must include a bibliography.
- Vitae - Include an updated vita for all key project personnel

DIVERSITY IN TEACHING PROGRAM POST-MAILING PROCEDURES

POST-MAILING PROCEDURES

Once each proposal has been received, a notice will be sent to each director. **If you do not receive your notice within 1 week of submitting your proposal, please call 615-741-0060.** It is the sole responsibility of the submitting institution to verify receipt of the proposal.

One week after the proposal deadline, the THEC website will list all received proposals on the THEC Academic Affairs website accessible at www.tn.gov/thec. **If you have submitted a proposal but it is not listed, contact Herbert Brown at 615-741-0060 immediately.**

PROPOSAL REVIEW AND AWARD PROCESS

All projects will be awarded on a competitive basis. An advisory committee will be assembled to all proposals and make recommendation to the Executive Director of the Commission.

Project proposals will be distributed to the advisory committee upon closure of the RFP time period. Each proposal will be assigned a lead discussant who will give an overview of the proposal and moderate the committee's discussion. The proposals will be ranked on funding priorities. The projects will be assigned funding based on the ranking until all funds are assigned. The committee will also recommend any required conditions for funding.

The committee's recommendation will be presented to the Executive Director of the Commission. Upon approval, a funding recommendation will be made to the Commissioner of Finance and Administration. The appropriation of funds is subject to the approval of the Commissioner of Finance and Administration.

**DIVERSITY IN TEACHING PROGRAM
POST-MAILING PROCEDURES
GRANT TIMELINE**

GRANT TIMELINE

March 4, 2013

Announcement of request for proposals to Higher Education Chancellors, Presidents, Deans and College of Education

May 1, 2013

2:00pm (CST) deadline for all proposals

May 2, 2013

Proposals circulated to Advisory Committee

May 16, 2013

Advisory Committee meets to identify recommended grantees.

May 30, 2013

Grantees are notified of their selection or denial.

July 1, 2013 10:00 AM (CST) – 1:00 PM (CST)

Mandatory Project Director's workshop at THEC office

DUE DATES

Please keep in mind all due dates are absolute dates, NOT POSTMARK DATES. Please plan ahead to have all materials postmarked early

TITLE VI COMPLIANCE

The Tennessee Higher Education Commission operates all programs and activities free from discrimination on the basis of sex, color, race, religion, national origin, age, marital status, pregnancy, or disability.

For information on alternative formats available for this and other department publications, please contact the Department ADA Coordinator at 615-741-7571. Any person who believes he/she has been discriminated against should write to:

Scott Sloan
Associate Executive Director, Legal and Regulatory Affairs
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830

**LAST NAME OF PROJECT DIRECTOR- INSTITUTION
(minimum 18 pt font)**

**DIVERSITY IN TEACHING
GRANT APPLICATION**

July 1, 2013 - June 31, 2015

NAME OF INSTITUTION

TITLE

AMOUNT REQUESTED

NCATE APPROVED: () YES () NO

STATE DEPARTMENT OF EDUCATION APPROVED: () YES () NO

Project Director: _____

Address: _____

Telephone: _____

Email: _____

_____ Total number of participants for which support is sought

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF INSTITUTIONAL CHIEF EXECUTIVE OFFICER

APPENDIX B
Diversity in Teaching

ATTACHMENT GRANT BUDGET REFERENCE

GRANT BUDGET

(BUDGET PAGE NUMBER)

Diversity in Teaching Grant Program 2013-2015				
APPLICABLE PERIOD: The grant budget line-item amounts below shall be applicable only to expense incurred during the period beginning DATE, and ending DATE.				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹ <small>(detail schedule(s) attached as applicable)</small>	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1 & 2	Salaries and Benefits & Taxes	\$0.00	\$0.00	\$0.00
4, 15	Professional Fee/ Grant & Award ²	\$0.00	\$0.00	\$0.00
5, 6, 7, 8, 9, 10, 11 & 12	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications, and Travel/ Conferences & Meetings	\$0.00	\$0.00	\$0.00
13	Interest ²	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00
16	Specific Assistance To Individuals	\$0.00	\$0.00	\$0.00
17	Depreciation ²	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel ²	\$0.00	\$0.00	\$0.00
20	Capital Purchase ²	\$0.00	\$0.00	\$0.00
22	Indirect Cost	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$0.00	\$0.00	\$0.00

¹ Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A.* (posted on the Internet at: www.state.tn.us/finance/rds/ocr/policy03.pdf).

² Applicable detail attached if line-item is funded.

ATTACHMENT GRANT BUDGET REFERENCE (continued)

GRANT BUDGET LINE-ITEM DETAIL

(BUDGET PAGE NUMBER)

PROFESSIONAL FEE/ GRANT & AWARD	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

INTEREST	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

DEPRECIATION	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

OTHER NON-PERSONNEL	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

CAPITAL PURCHASE	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

**Tennessee Higher Education Commission
Diversity in Teaching Program
2013-2015 Proposal Evaluation Rubric**

Proposal Name: _____

Institution: _____

SECTION TITLE	MAXIMUM SCORE	SCORE
Strength of Partnership	15	
Quality of Project Design	20	
Quality of Plan for Test Completion	10	
Quality of Recruitment Plan	20	
Quality of Retention Plan	20	
Evaluation Plan	15	
TOTAL SCORE	100	

Strengths:

Weaknesses:

Funding Recommendations: Fund as written: Fund with changes:
Reject:

Activity changes recommended: **Negotiate funding level:**

Recommended Changes:

Reviewer Name

Reviewer Signature

Date: _____