

OHIO DEANS COMPACT ON EXCEPTIONAL CHILDREN

REQUEST FOR APPLICATIONS

May 17, 2021

Applications for New Incentive Grants:

*Improving the Capacity of Ohio Institutions of Higher Education to Prepare
All Educators to Better Meet the Needs of All Learners*



DATED MATERIAL: OPEN IMMEDIATELY

RFA AVAILABLE:	May 17, 2021
BIDDERS CONFERENCE:	May 24, 2021, 10:00 to 11:30 am <i>(attendance is required as a condition for submitting a proposal; applications may be submitted beginning noon on May 24, 2021)</i>
CLOSING DATE:	July 16, 2021 <i>(applications must be received by 4:30 pm ET)</i>
NOTIFICATION OF AWARD:	ON OR BEFORE August 20, 2021
ANTICIPATED PROJECT PERIOD:	September 1, 2021 – June 30, 2022 <i>(Continuation funding will be made available per requirements of the RFA, July 1, 2022 through June 30, 2023, contingent on available funds.)</i>

REQUESTS FOR APPLICATIONS (RFAs): IMPROVING THE CAPACITY OF OHIO INSTITUTIONS OF HIGHER
EDUCATION TO PREPARE ALL EDUCATORS TO BETTER MEET THE NEEDS OF ALL LEARNERS

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REQUESTS FOR APPLICATIONS (RFAs): IMPROVING THE CAPACITY OF OHIO INSTITUTIONS OF HIGHER EDUCATION TO PREPARE ALL EDUCATORS TO BETTER MEET THE NEEDS OF ALL LEARNERS

I. FUNDING OPPORTUNITY DESCRIPTION

PURPOSE OF PROGRAM

The *Ohio Deans Compact on Exceptional Children* seeks proposals that implement sustainable improvements in Ohio's personnel preparation system for teachers and administrators that align closely with the strategic priorities of the Ohio Department of Education and the Ohio Department of Higher Education. Such improvements must contribute to the effectiveness of professional learning systems that build the individual and collective capacity of educators for meeting the instructional needs of all students, including those identified as students with a disability, students who are English Learners (EL), students of color, and other traditionally marginalized groups of learners. Justification for such improvement is provided below in the "Background" section of the RFA.

To build on knowledge and experience obtained through prior investments, the Compact proposes two priorities for (1) designing/redesigning and implementing programs that prepare educators better able to meet the instructional needs of all learners, particularly those with diverse learning needs (i.e., students with disabilities, students with learning difficulties, English learners, student of color, students from disadvantaged backgrounds, etc.); and (2) developing authentic IHE-PK-12 partnerships to create and serve as model demonstration sites for (a) recruiting Black, Indigenous, and People of Color (BIPOC) into educator preparation programs; (b) supporting BIPOC candidates throughout their preparation program including providing support to obtain their State Board of Education-issued credential(s) and employment as an educator in an Ohio school district; working with PK-12 partner districts to support new BIPOC educators and retain BIPOC educators in Ohio school districts; and (c) sustaining and scaling partnership efforts to diversify the educator workforce on a regional/multi-regional basis.

Descriptions of strategies used by institutions of higher education (IHEs) to improve diversity, equity, and inclusion can be found in the American Association of Colleges of Teacher Education (AACTE) Diversity, Equity, Inclusion (DEI) Handbook at: https://secure.aacte.org/apps/rl/res_get.php?fid=4977&ref=rl.

Priority Areas: Applicant IHEs may respond to one or both of the priority areas; however, only one application per priority area per applicant IHE will be considered for funding. If more than one application in a priority area is received by an applicant IHE, only the first one received will be reviewed.

Priority Area #1: Development of Inclusive Teacher Preparation Programs Leading to Dual Licensure

Priority area #1 supports the implementation of viable models for restructuring existing general and special education teacher preparation programs to create merged (i.e., dual licensure) programs leading to licensure in a general content area (e.g., middle childhood) and an intervention specialist program area (e.g., mild/moderate educational needs). The models developed must result in candidates simultaneously eligible to receive both credentials within an acceptable period for undergraduate programs, or, for graduate programs, within the same amount of time required by the programs from which the merged/blended program was developed. The Compact urges institutions interested in applying to reach out to other IHEs that have developed inclusive educator preparation programs leading to dual licensure

in order to identify opportunities for adopting or adapting existing programs and implementing them locally. The focus is on actual implementation; the expectation is that program revisions that adhere to the specifications described above will be submitted to the Ohio Department of Higher Education (ODHE) no later than six months following completion of all second-year activities.

Applicants must address the ways in which relevant knowledge, skills, and dispositions will be infused into general education coursework (including the Compact's Inclusive Instructional High-leverage Practices and culturally relevant practices), and the strategies used to develop and sustain effective partnerships within the IHE, between the IHE and area school districts, and between the IHE and other partners (e.g., two-year institutions), resulting in graduates who are prepared and ready to meet the instructional needs of all students in inclusive settings, including students with disabilities and BIPOC students. Applicants must also incorporate content that aligns with Ohio's improvement process (i.e., the Ohio Improvement Process) and essential practices delineated by the Ohio Leadership Advisory Council (OLAC) in *Ohio's Leadership Development Framework* (3rd edition).

Priority Area #2: Demonstration Models to Recruit, Support, Retain, & Sustain BIPOC Educators through IHE-District Partnerships

The intent of priority area #2 is to establish demonstration sites that develop and implement comprehensive models for diversifying the educator workforce by increasing the number of BIPOC educators employed in Ohio school districts. The RFA calls for *comprehensive* models by which it means multifaceted initiatives that combine strategies across four dimensions that relate to the recruitment, retention, support, and sustained engagement of BIPOC educators. This intent can be achieved only through the concerted efforts of authentic, meaningful, collaborative, and sustainable university-school district¹ partnerships,

The comprehensive model must include, at a minimum, a plan to address the following components:

A. RECRUITMENT COMPONENT

The applicant IHE(s) and PK-12 partner(s) must identify one or more approaches for recruiting BIPOC individuals into the education profession. These might include any combination of the following strategies or other strategies identified by the applicant IHE in collaboration with its school district partner(s):

- ***Grow Your Own Program.*** The applicant IHE(s) and PK-12 partner(s) shall develop or expand a grow your own program to attract PK-12 students and/or community members (e.g., paraeducators, mid-career changers) into the profession. This program should include the systems and supports necessary to support individuals to enroll and be accepted into the IHE's preparation program as well as to apply for and be selected to teach in the PK-12 district. Applicant IHEs are encouraged to consider developing consortium efforts that extend involvement to multiple districts and include educational service centers (ESCs), community colleges, and other partners.
- ***BIPOC Cohort Program.*** The applicant IHE(s) and PK-12 partner(s) shall develop a cohort program of BIPOC prospective teachers to create the social, cultural, and academic support systems necessary to increase the pool of BIPOC candidates who are interested in the educator

¹ School district for purposes of this RFA is defined broadly to include Ohio's educational service centers (ESCs).

profession, enroll in educator preparation programs, complete their program, and enter the workforce.

- ***BIPOC Tutoring Program.*** The applicant IHE(s) and PK-12 partner(s) shall develop one or more tutoring programs to give middle and/or high school students (who are interested in the teaching profession) opportunities to tutor younger students and/or opportunities to receive tutoring from teacher candidates enrolled in an educator preparation program at the applicant IHE.
- ***Immersion Programs or Institutes.*** Developing in partnership with area school districts, applicant IHEs shall offer summer learning and research programs for high school students to expose students to careers in the education profession, and provide a stipend to participating students.
- ***Service Scholarships.*** Covering the cost of teacher preparation through service scholarships and loan forgiveness in exchange for the commitment to teach in a high-need school district, hard-to-staff school district, and/or high-need area (e.g., special education, STEM).

B. CULTURAL COMPETENCE AND SELF-REFLECTION OF BIAS COMPONENT

The applicant IHE(s) and PK-12 partner(s) must identify one or more approaches for identifying bias within each partnering institution to disrupt the cycle of systemic racism and enhance the culture and climate for BIPOC educators. IHE and PK-12 partners should identify intentional ways to embed this content into their current practices (e.g., teacher academies, mentor teacher trainings, clinical seminars) and specify new approaches necessary to actualize this component of the model (e.g., identifying and dismantling policies and practices that promote racism, ableism, etc.). These might include any combination of the following strategies listed below or other strategies identified by the applicant IHE in collaboration with its school district partner(s). Additionally, the district partner(s) should conduct or supply data/information from an already-conducted equity and implicit bias audit in year one of the grant to support the identification of needs to be addressed by the IHE-district team.

- ***Critical Reflection.*** The applicant IHE(s) and PK-12 partner(s) shall develop an intentional system that facilitates critical reflection for educators across partnering institutions. Critical reflection provides a means for identifying and addressing bias and may include the following components: identifying practices that need to change to increase equitable experiences for all PK-12 students, teacher candidates, and educators; identifying biases; identifying action steps necessary to improve the IHE/district's emotional climate. The applicant IHE may also select other components as targets for the critical reflection. The applicant should clearly specify the components and intended outcomes of the critical reflection.
- ***High Expectations.*** The applicant IHE(s) and PK-12 partner(s) shall develop a system that promotes assets-based perspectives regarding all PK-12 students, teacher candidates, and educators. This system should include methods that support educators to identify how their own race and culture influence their teaching, any of their own deficit-based perspectives, and how both of these aspects influences their students'/candidates' learning. The applicant should also specify the types of supports that will be provided to assist educators to proactively counter deficit-based perspectives.

- ***Developing Knowledge of the Students'/Candidates' Racial, Ethnic, and Cultural Identities.*** The applicant IHE(s) and PK-12 partner(s) shall develop a system for acquiring knowledge about the cultural norms of the communities served by the PK-12 district and using that knowledge to improve practice and the climate of the institution/district. Knowledge acquisition should come through informal methods (e.g., regular communication with PK-12 students and their families) and formal methods (e.g., student affinity groups; district-wide PD). Once knowledge is obtained, a system should be in place to support educators to incorporate the information into their instruction and interactions with students/candidates to foster relationships and make their teaching relevant to their students'/candidates' lives.

C. SUPPORT THROUGH PREPARATION AND ENTRY INTO THE EDUCATION PROFESSION COMPONENT & RETENTION OF BIPOC EDUCATORS

The applicant IHE(s) and PK-12 partner(s) must identify one or more approaches for supporting BIPOC candidates throughout their preparation program including providing support to obtain their State Board of Education-issued credential(s) and employment as an educator in an Ohio school district. These might include any combination of the following strategies or other strategies identified by the applicant IHE in collaboration with its school district partner(s):

- ***BIPOC Mentoring Program.*** The applicant IHE(s) and PK-12 partner(s) shall develop a mentoring program to support the social, emotional, and professional learning needs of prospective and practicing BIPOC educators.
- ***BIPOC Professional Learning Opportunities.*** The applicant IHE(s) and PK-12 partner(s) shall develop a system for providing ongoing, targeted professional learning opportunities to develop the skills and practices prospective and practicing BIPOC educators and/or professional learning that enhances the culturally relevant practices of the IHE, district, and community stakeholders. These systems should include a variety of stakeholders and should be strategically planned with the input of BIPOC individuals.
- ***BIPOC Professional Leadership Program.*** The applicant IHE(s) and PK-12 partner(s) shall develop and implement leadership systems for recognizing, rewarding, and promoting BIPOC educators in the profession. This program should create pathways for prospective and practicing teachers to develop into teacher leaders.
- ***BIPOC Teacher Residencies.*** The applicant IHE(s) and PK-12 partner(s) shall develop teacher residencies that subsidize and improve teachers' training to work in high-need school districts, hard-to-staff school districts, and/or in high-demand subject areas.

D. SUSTAINABILITY AND SCALABILITY COMPONENT

The applicant IHE(s) and PK-12 partner(s) must identify one or more approaches for sustaining and expanding on the IHE's efforts – in collaboration with school district partners and other partners – after the life of the grant. Additionally, applicant IHEs and their partners that receive funding through the Compact in response to this RFA will serve as demonstration sites with the expectation that they will contribute to scaling partnership efforts to diversify the educator workforce on a regional/multi-regional basis.

Partnership efforts implemented in response to this RFA should include a comprehensive model for achieving the common goal of increasing the number of BIPOC educators in the field. This model must include at least one strategy within each of the components listed above. Applicants are encouraged to involve key stakeholders – including BIPOC individuals – in the planning and implementation of project activities.

Applicants must describe the nature of the partnership and the strategies used to develop and sustain the partnership between the IHE(s) and the school district(s), and between other relevant partners (e.g., two-year institutions, state support teams, professional associations, community-based groups), the intended outcomes of the partnership (including all products), the goals and activities designed to meet intended outcomes, and the partners' plan for sustaining the partnership beyond the life of the grant (see *Application Requirements and Project Activities*). Five additional points will be awarded for including community colleges and/or one or more IHEs as partners in the work.

Partnership efforts should result in products (e.g., mentorship programs; culturally relevant practice training materials) that can be used by Ohio IHEs and PK-12 school districts to embed anti-racist education into partner curricula, improve anti-racist education and the recruitment and retention of BIPOC educators into the field.

BACKGROUND

The background section discusses the evidence supporting the Incentive Grant initiative. It provides information applicable to both priorities in this RFA. Applicants are encouraged to consider the ways in which their proposed activities respond to needs identified in this section.

In 2018, the Ohio Department of Education (ODE) released a strategic plan for ensuring each prekindergarten through twelfth grade (PK-12) student in the state is challenged, prepared, and empowered for their future. *Each Child Our Future: Ohio's Strategic Plan for Education: 2019-2024* outlines a comprehensive plan for teaching the whole child by focusing on the core principles of equity, partnerships, and quality schools. Equitable and effective learning environments are those that offer all students the opportunity to be taught by educators who look like them and who have had similar experiences as them (ODE, 2019). Yet, this authentic representation of the student population in the educator workforce is yet to be achieved in Ohio.

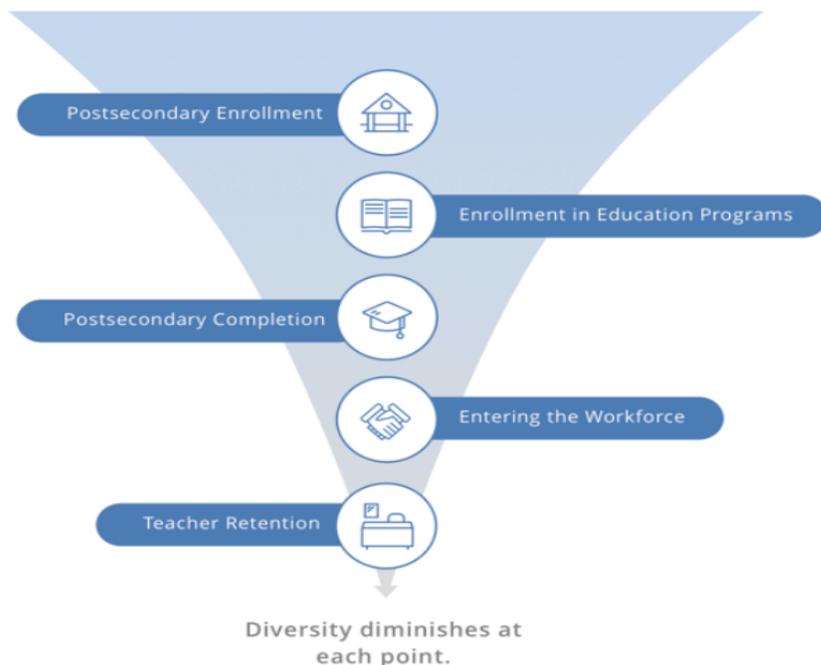
For example, although 96,589 Latinx PK-12 students enrolled in Ohio during the 2017-18 year, only 716 teachers self-reported as Latinx individuals. This disproportionate representation is demonstrated across Ohio's schools and districts; whereas over 30% of Ohio's PK-12 student population are BIPOC students, only 5% of Ohio's teachers self-report as BIPOC individuals. The percentage of BIPOC children birth through age four is even higher in Ohio, with BIPOC children representing approximately one third of the child population (Children's Defense Fund-Ohio, 2018). Although these data show Ohio's student population is becoming more diverse, this trend is not matriculating to the educator workforce.

Gladson-Billings (1995) identified three criteria for teachers' use of culturally relevant pedagogy. These include: (1) students must experience academic success, (2) students must develop and/or maintain cultural competence, and (3) students must develop a broader sociopolitical consciousness that allows them to challenge the status quo of the current social order and critique the institutions that product and maintain social inequities (p. 160, 162).

Ohio currently has a dwindling supply of BIPOC teacher candidates in the pipeline, which without intentional action will further the underrepresentation of BIPOC teachers in Ohio. Reversing this trajectory will take a concerted effort across the state, because, as shown in the figure below from the U.S. Department of Education (2016), the proportion of BIPOC teacher candidates decreases along the whole pipeline (starting with enrollment in postsecondary education and ending with teacher retention). To make a meaningful change in the number of BIPOC teachers in the field, support mechanisms need developed and implemented across the full pipeline so that BIPOC individuals are both recruited and retained in the educator workforce.

Data regarding Ohio’s students also warrant consideration in the preparation of teacher candidates for the workforce. An increasing number of Ohio children are living in poverty (20% in Ohio, compared with 18.4% nationally), characterized as economically disadvantaged (one of every two children), and impacted by adverse childhood experiences (e.g., homelessness; children in foster care) (Children’s Defense Fund, 2018; ODE, 2018). These circumstances impact all families in Ohio, but disproportionately impact BIPOC families, and families living in urban and rural locales (Children’s Defense Fund, 2018). For example, one out of every 10 Ohio children have parents who have not received a high school diploma, but this percentage is more than 14% for Black children and more than 20% for Latinx children, which limits employment opportunities, economic well-being, access to resources, and the likelihood that children will be “kindergarten ready” when starting school. Additionally, an increasing number of students are identifying as English learners (ODE, 2018). Collectively, these data emphasize the increasingly diverse student population that educators must be prepared to teach in order to provide equitable learning opportunities for all PK-12 students.

Figure 1. Key points along the educator pipeline (U.S. Department of Education, 2016, p.15)



Of the state’s 1,664,346 children attending school during 2017-18 (as reported by 608 Ohio school districts), only 61% met the third-grade reading guarantee, 16% were chronically absent, and a little over half (i.e., 54.3%) met eighth-grade proficiency standards in math (Children’s Defense Fund, 2018). The educational

crisis created by COVID-19 has exponentially increased these challenges. ODE believes that teaching to the “whole child” can address these needs. Yet, teacher candidates need intentional training and supports to be well-prepared to meet the diverse needs of each of Ohio’s students.

Ohio’s plan commits to holding high expectations for all children and for the educators who teach and support them. And, expectations matter. According to the United States Department of Education (U.S. DoE), Office of Special Education Programs (OSEP) in 2010, over 35 years of research and experience had demonstrated that the education of children with disabilities could be made more effective by having high expectations and ensuring their participation and progress in the general education curriculum in inclusive settings² to the maximum extent possible (U.S. DoE, OSEP, 2010).

ODE’s (2018) central goal is that Ohio will increase annually the percentage of its high school graduates who, one year after graduation are: enrolled and succeeding in post-secondary education, serving in a military branch, earning a livable wage, or engaged in a meaningful and self-sustaining vocation. Despite the fact that the majority of students with disabilities do not have cognitive impairments and therefore can engage with more challenging coursework, only 21.2% of them are held to the same graduation requirements as their peers. The national emphasis on college and career readiness has increased graduation requirements across the nation; however, graduation rates for students with disabilities continue to lag behind rates for other students (Thurlow et al., 2015) even though many of them are excused from meeting some of Ohio’s requirements. In 2017, Ohio’s four-year on-time graduation rate was 84.1%. The rate for students with disabilities for the same class was 70.4%. Putting students at even greater risk for limited economic independence is the fact that at least 20% of Ohio’s students with disabilities have dropped out of high school each year for three consecutive years, representing nearly 4,500 students statewide.

The majority of the Ohio’s students with disabilities, ages 6-21, spend part or all of their school day in general education classrooms (NCES, 2018). As students with disabilities and other students with learning difficulties spend more and more time in general education classrooms, it is imperative that all educators have the knowledge and skills necessary to effectively address their diverse needs as part of district and school ongoing and continuous improvement efforts. Developing effective inclusive practices on a school-wide basis includes multi-tiered system of supports (MTSS)³, practices that support the participation of students with disabilities with their non-disabled peers in academic and extra-curricular activities of the school, school-wide positive behavioral supports (SWPBS), culturally relevant and culturally sustaining practices, and universal design for learning principles, hold promise for improving outcomes for students with disabilities. All of these approaches require adults to work together across departmental and programmatic functions, and positional roles.

All students, including those with significant disabilities, benefit academically, behaviorally, and socially from practices that support inclusion (Copeland & Cosbey, 2009; Jameson, McDonnell, Johnson, Riesen, & Polychronis, 2007; Rea, McLaughlin, & Walther-Thomas, 2002), particularly when such practices are implemented within an MTSS context (Wanzek & Vaughn, 2010).

² “Inclusive” or “inclusion” means an active commitment to equity for all students so as to maximize the participation of all learners, by making learning opportunities relevant and high quality (National Institute for Urban School Improvement (NIUSI) Leadscape, 2011).

³ MTSS refers to a continuum of evidence-based, system-wide practices to support academic and behavioral needs, with frequent data-based monitoring for instructional decision-making (Kansas State Department of Education, 2012).

The U.S. DoE, OSEP cites the following as examples of successful practices that support inclusion:

1. Using collaborative teaching models (Friend et al., 2010);
2. Providing time for consultation between general and special education teachers (Wallace et al., 2002);
3. Promoting university-school partnerships (Causton-Theoharis et al., 2011; Kozleski, et al., 2002);
4. Differentiating instruction (Hall et al., 2003); and,
5. Clearly defining roles for support staff to promote effective inclusion (Giangreco et al., 2010).

Recent research on school-wide positive behavior supports (SWPBS) indicates the need to apply culturally relevant principles within the context of MTSS and in conjunction with practices that enable effective inclusion. For example, SWPBS has been shown to reduce the overall number of office discipline referrals in a school, but not for African American students (Skiba, 2012). Culturally relevant principles promote the development and success of all students and can be incorporated in learning environments by communicating high expectations; reshaping the curriculum to reflect all students' experiences; and engaging students in activities that treat their background, knowledge, and experiences as assets (Gay, 2000; King et al., 2010). However, in order for educators to teach in a manner that is culturally relevant to their students, they require training and ongoing support to recognize their own attitudes and values surrounding race and culture, develop competence of the diverse cultural backgrounds of their students, and identify effective practices to interact with and instruct their students (Serpell et al., 2013). Indeed, meeting the needs of BIPOC PK-12 students can be achieved through culturally relevant teaching and by being taught by BIPOC educators (Anderson, 2019; Villegas & Irvine, 2010).

Applying universal design for learning principles within the context of MTSS in conjunction with high-leverage practices that promote inclusion can also improve outcomes for students with disabilities (American Association for Colleges of Teacher Education, 2018; Hehir, 2009; Rose & Gravel, 2010). The key principles of universal design for learning include presenting information and content in various ways, allowing students to express what they know in various ways, and stimulating interest and motivation for learning (Rose & Meyer, 2006). In addition, a concerted effort has focused on using high-leverage practices in a manner that fosters inclusive and culturally relevant learning environments so teacher candidates enter the educator workforce well-prepared to meet the diverse needs of all PK-12 students (Howley et al, 2021; Madison Metropolitan School District, 2015). See the Appendix for more information about inclusive instructional high-leverage practices identified by the Compact.

Meeting the diverse needs of students with disabilities and learning difficulties in inclusive classrooms and school settings requires a complex combination of knowledge and skills, including the use of evidence-based practices and high-leverage practices and the ability to use relevant data at the local level to support instructional decisions (American Association for Colleges of Teacher Education, 2018; Blanton et al., 2011; Voltz et al., 2010). To address this need, organizations such as the Council of Chief State School Officers (CCSSO) and the Council for Exceptional Children (CEC) have developed model standards of essential knowledge and skills that they believe teachers need in order to customize learning and work effectively to improve student achievement, including the achievement of students with disabilities. Furthermore, resource materials prepared by CCSSO's Interstate Assessment and Support

Consortium (InTASC) recommend that state education agencies (SEAs), professional organizations, and teacher education programs take a systemic approach to using core teaching standards in developing policies and programs that prepare, license, support, and evaluate today's teachers.

An increasing number of authors and researchers (e.g., Darling-Hammond, L., 2010; David, 2008-09; DuFour & Marzano, 2011; Gallimore, et al., 2009; Leithwood & Jantzi, 2008; McNulty & Besser, 2014; Schmoker, M., 2006; Louis, et al., 2010; Wahlstrom et al., 2010; Wahlstrom & Louis, 2008) advocate for the use of team structures to facilitate shared learning for instructional improvement. They note that no single person has all the necessary knowledge, skills, and talents to meet the needs of all children. This finding is reflective of the growing body of evidence in support of teachers working together to inform each other's instructional practice and to share meaningfully in school leadership functions (Gallimore, et al., 2009). This shift is evident in the work of the Ohio Leadership Advisory Council, which provides a foundation for Ohio's improvement process and associated structures.

The Council for Accreditation of Educator Preparation (CAEP) standards hold IHEs accountable for ensuring that "candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students⁴ toward attainment of college and career-readiness standards." This standard builds on the 2008 NCATE standards foundational belief that "all children can and should learn" and that "high quality education is a fundamental right of all children." CAEP standards⁵ also require educator preparation providers (EPPs) to ensure that "effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and dispositions necessary to demonstrate positive impact on all PK-12 students' learning and development." (p. 6). Likewise, EPPs must demonstrate "efforts to know and address community, state, national, regional, or local needs for hard to staff schools and shortage fields," including for example, students with disabilities (see, for example, Causton-Theoharis et al., 2011).

The National Network for Educational Renewal (NNER)⁶ offers an agenda for education in a democracy that is organized around the four purposes of educating children and youth, preparing educators, providing professional development, and conducting inquiry. Shared beliefs (e.g., a belief in social justice, an assurance that all learners have equitable access to knowledge) on the part of NNER partner schools is believed to be critical to the success of partnership efforts.

A study of leaders in the Colorado Partnership for Educational Renewal (CoPER) conducted by Mantle-Bromley, Foster, Wilson, Kozleski, & Anderson-Parsons (2000) showed the importance of common vision and purpose, as well as upper-level administrative support, for accomplishing simultaneous educational renewal. Mantle-Bromely and associates (2000) also identified the following limitations to simultaneous educational renewal efforts, which included: inconsistent understandings and commitments, site specific and insufficient impact, insufficient reward structures, personality-dependent partnerships, one-sided agenda, and lack of documented impact.

⁴ "All students" is defined as children or youth attending P-12 schools including students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and geographic origin (Draft Recommendations for the CAEP Board, 2013, p. 19).

⁵ See <file:///H:/Desktop/Downloads/caep-2013-accreditation-standards.pdf>

⁶ See <http://www.nnerpartnerships.org/>

In 2012, Bier and colleagues described a model for creating shared opportunities for teacher and university faculty learning and development, defining the “sweet spot” as the “intersection of opportunities to learn by teacher candidates, veteran teachers, and university teacher education faculty in a shared context that focused on analysis of PK-12 student learning.” (p. 129). For partnership efforts built on a commitment to simultaneous renewal to be successful and sustainable, they must respond to and be aligned with the core mission and goals of both partners – the IHE and the PK-12 school district.

Traditionally, SEAs have exerted influence over the operations and content of teacher and leader preparation programs through certification or licensure standards. However, while the content of teacher and leader preparation programs is determined in part by a state’s requirements for certification or licensure, the content also reflects the values and views of faculty in colleges of education and relevant disciplinary departments (e.g., special education, curriculum and instruction) (Committee on the Study of Teacher Preparation Programs in the United States, 2010).

Aligning the curricula in educator preparation programs with state standards that reflect current knowledge and skills and the use of evidence-based practices will be more effective than revising standards alone (Augustine et al., 2009). Therefore, it is crucial that IHEs, LEAs, professional associations, and SEAs collaborate to ensure that all educators enter the teaching profession with the knowledge and skills necessary to effectively teach students with disabilities. Although the cooperation between SEAs and IHEs, districts, and other organizations is key to providing educators with the critical knowledge and skills needed to improve student achievement (Blanton & Pugach, 2007; Darling-Hammond et al., 2005), there are few examples of such entities regularly engaging in these cooperative practices (Goe, 2009; Levine, 2005).

The U.S. DoE, OSEP (2010), asserts that our nation’s ability to compete successfully in the global community depends on the meaningful inclusion of all residents in our educational system, including students with disabilities. In support of this assertion, the Ohio Deans Compact on Exceptional Children offers the following statement of beliefs. Such beliefs, grounded in research and authoritative opinion, are used to guide the Compact’s work:

1. All students learn to higher levels when held to high expectations and provided the necessary services and supports, and when taught by adults with the necessary competencies and dispositions to support higher levels of learning for all students.
2. Student learning improves when adults who interact with them learn, and adult learning is most effectively fostered through peer-to-peer feedback and support that is provided through structured collaborative learning teams.
3. Effective implementation of targeted instructional practices is necessary for meaningful improvements in student learning and educator professional practice to be sustained.
4. Some instructional practices are more effective than others and all educators should be critical consumers able and willing to examine the effectiveness of practices used in supporting student learning.
5. The development of collective capacity and shared responsibility at all levels of the system is essential for continuous system learning and improvement.

6. Increased opportunities and outcomes for all students depend upon shared leadership across the district-wide system that serves to sustain core work in teaching and learning and prepare every learner for meaningful transitions to post-secondary endeavors.

In addition to reforming state teacher and leader certification or licensure standards and integrating these revised standards into preparation programs, states need to ensure that the knowledge and skills teachers and leaders develop in preparation programs help to improve PK-12 outcomes for students with disabilities, and use relevant data to inform the development and reform of preparation programs that train teachers and leaders.

The Office for Exceptional Children (OEC) has historically funded projects that support SEA and IHE collaboration to improve outcomes for students with disabilities. While these efforts resulted in meaningful changes to individual programs, OEC learned that for sustainable improvements to be made to Ohio's system of personnel preparation and development, preparation programs need to be redesigned to ensure that both general education teachers and special education teachers (aka intervention specialists) are better prepared for their roles and responsibilities in classrooms with respect to students with disabilities (Blanton & Pugach, 2007), BIPOC students, and students with learning difficulties.

APPLICATION REQUIREMENTS & PROJECT ACTIVITIES

Applicants must indicate the applicable priority area on the applicant information page of the application:

- **Priority Area #1:** Development of Inclusive Teacher Preparation Programs Leading to Dual Licensure
- **Priority Area #2:** Demonstration Models to Recruit, Support, Retain, & Sustain BIPOC Educators through IHE-District Partnerships

An applicant must include the following in its application:

- A. A logic model, reflective of research-/evidence-based practice that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both formative and summative evaluation of the project.
- B. An implementation plan and schedule covering both year one and year two activities for accomplishing the activities described in the Quality of Project Services (Priority #1) or the Implementation, Management, & Evaluation of the Project (Priority #2) section of this priority.
- C. A plan, reflective of effective practice and linked to the project's logic model, for a formative evaluation of the proposed activities that relies on clear performance objectives and measures of progress in implementing project activities, and describes how key partners, including school district representatives and BIPOC individuals, will contribute to continuous improvement in the operation of the proposed project.
- D. A description of the process used to restructure/redesign – or support the restructuring/redesign – of existing teacher preparation programs and/or course content under either of the two priorities, including the individuals internal and external to the IHE who will be involved in the implementation of project activities (Note: this description must address the ways in which the education department

will collaborate with other departments within the IHE, and external partners, to improve teacher preparation in core academic areas and/or recruiting and retaining BIPOC educators).

- E. A description of the evidence-based content and practices (including culturally relevant practices and the Inclusive Instructional High-Leverage Practices [Howley et al., 2021]), and dispositions, needed by teacher candidates to effectively meet the needs of diverse learners, including students with disabilities, in inclusive settings; how such content will be used as the basis for the restructured or redesigned preparation program; the intended recipients (i.e., candidates) of the restructured or redesigned preparation program, and the resulting degree and/or credentials candidates in the restructured or redesigned preparation program will receive upon completion of the program.
- F. *For both Priority 1 and 2 applicants*, letters of support from the applicant institution's Provost or highest-ranking academic official, the Dean of the school/college of education, and the applicable Department Chairperson. Additionally, *for Priority 2 applicants*, a letter of commitment from a minimum of one partner school district that meets the requirements described under the Purpose of the Program section of this RFA. The district letter of support must reflect the support of the district superintendent/CEO, teacher union/association president, and board of education president.
- G. *For Priority 2 applications*, a written agreement between the applicant IHE, partner school districts, and other involved partners specifying the roles each partner will play in contributing to project implementation and including the signatures of all partners. Signatures of the partner school district superintendent/CEO, teacher union/association president, and board of education president must be included as part of the agreement.
- H. A budget for an external evaluation to be conducted by an independent third party, and a signed assurance indicating that the applicant IHE will participate in Compact "centralized" evaluation activities. Note: Each project employs an evaluator to give formative feedback and to help write the end-of-year reports. The end-of-year reports (in aggregate) inform the summative (also known as centralized) evaluation.
- I. A budget for attendance at an annual two-day statewide conference of the Ohio Deans Compact on Exceptional Children during which successful applicants will be required to share their progress in implementing project activities; attendance at quarterly Ohio Deans Compact meetings (each held for one and a half days and requiring one overnight); and participation in quarterly phone conferences. (*Note: At a minimum, the Quarter 1 and 2 meetings of 2021-22 will be virtual.*)

Applicant institutions must be represented at the virtual bidders conference, scheduled for **May 24, 2021, from 10:00 to 11:30 am** as a condition of submitting one or more applications in response to this RFA (***Note: at least one representative of the applicant institution must attend; the representative need not be the prospective principal investigator.***)

Deliverables

At the **end of the initial year** of funding, each project should provide:

- A. For ***Priority #1 awards***, a description of the restructured or redesigned course sequence, including all clinical learning experiences, and the specific competencies aligned with evidence-based

practices that are targeted through each course or set of courses that form the basis of the restructured/redesigned preparation program. The description should include a crosswalk – or set of cross-walks – delineating the anticipated course sequence, its alignment with all applicable standards [e.g., Council for Exceptional Children (CEC)], Inclusive Instructional High-Leverage Practices, and its alignment with OIP and OLAC modules along with a detailed description of all intended field experiences. (**Note:** *applicants will be required to submit copies of all course syllabi, developed for the new program*).

- B. For **Priority #2 awards**, the product(s) that will be developed through the grant;
- C. A plan for sustaining the effort beyond the life of the grant;
- D. A fiscal impact statement signed by the applicant Dean, which provides an explanation of the fiscal impact of participation in the incentive grant initiative on the institution's current preparation program.
- E. Slide presentations outlining the content of interim reports to the DEW Committee.
- F. An annual (end of year 1) and final (end of year 2) performance report, which includes all evaluation findings and information.

At the **end of the second year** of funding, each project should provide:

- A. For all Priority #1 awards and applicable Priority #2 awards, a complete curriculum including all course syllabi, all assessments, all field experience activities, all readings, all in-class activities (e.g., simulations, case studies, debates, data-analysis projects).⁷
- B. For all Priority #1 awards and applicable Priority #2 awards, a description of the breadth and depth of experiences in clinical settings that will be used in the restructured program and that the applicant IHE believes would be essential for any IHE undergoing a similar restructuring effort [Note: the ways in which desired dispositions on the part of teacher candidates will be developed and assessed must be included].
- C. For Priority #2 awards, the final product(s) to be delivered through the grant.

Other Requirements

Recipients of awards under this request are required to participate in the following activities:

- A Compact-sponsored Community of Practice (CoP) – 4 sessions held during quarterly meetings and 4 sessions held virtually between meetings;
- An annual Compact statewide conference (2-3 days) (to be held virtually in January 2022);
- Quarterly Compact meetings (1.5 days/meeting).

⁷ The only significant curriculum components that will not be required are lecture notes and PowerPoint slides.

- *For Priority 2 awards:* Compact Diversifying the Educator Workforce (DEW) quarterly meetings during which funded IHEs will be asked to report on their progress in implementing approved activities.
- A “1 + 1” meeting in the spring of year one during which the funded IHE-school district team meets with Compact representatives to review progress and discuss plans for year 2 of the work.

Recipients of awards under this RFA must share evaluation information with the Ohio Deans Compact and participate, upon request, in Compact-sponsored evaluation activities.

II. AWARD INFORMATION

Information about the estimated number of awards, the maximum award amount, and the project period is provided in the table below. The Compact will reject and will not consider an application that proposes a budget exceeding the maximum amount for any single budget period under this request for applications. Applicants should note that successive year funding would be provided contingent on available funds and in accordance with the requirements outlined in the request for application (RFA).

Year 2 (i.e., July 1, 2022-June 30, 2023) will also be contingent on awardees meeting the goals outlined in their initial plan for year one and their use of Year 1 funds.

FUNDING:

Incentive Grants to Ohio IHEs					
PRIORITY AREA	AWARD RANGE/ MAXIMUM FOR YEAR 1 ¹	ESTIMATED NUMBER OF AWARDS	ANTICIPATED DURATION	PROJECT PERIOD	INDIRECT COSTS
1 <i>Development of Inclusive Teacher Preparation Programs Leading to Dual Licensure</i>	Up to \$125,000	4	22 months	Yr. 1: Sept 1, 2021 – June 30, 2022 Yr. 2: July 1, 2022 – June 30, 2023	Limited to 8% of applicable direct costs
2 <i>Demonstration Models to Recruit, Retain, & Sustain BIPOC Educators through IHE- District Partnerships</i>	Up to \$150,000	5	22 months	Yr. 1: Sept 1, 2021 – June 30, 2022 Yr. 2: July 1, 2022 – June 30, 2023	Limited to 8% of applicable direct costs

NOTES:

¹ Awards will be made annually with the understanding that successive year funding will be provided contingent on available funds, adequate process of grant implementation (determined based on the 1 + 1 meeting), and in accordance with the requirements outlined in the request for application (RFA):

- **Priority #1.** Year 2 funding of up to \$100,000 will follow the state fiscal year time line of July 1, 2022 – June 30, 2023. The amount awarded in Year 2 will be contingent on the use of Year 1 funding by the recipient IHE.
- **Priority #2.** Year 2 funding of up to \$150,000 will follow the state fiscal year time line of July 1, 2022 – June 30, 2023. The amount awarded in Year 2 will be contingent on the use of Year 1 funding by the recipient IHE.

III. ELIGIBILITY INFORMATION

Eligible Applicants

Accredited four-year institutions of higher education (IHE) in Ohio.

Cost Sharing or Matching

Cost sharing/matching is not required.

IV. APPLICATION AND SUBMISSION INSTRUCTIONS

Page and Format Limitations

Applications submitted in response to this request for applications must be limited to 35 double-spaced pages. This page limitation applies to all material presented in the application narrative (i.e., the section where applicants address selection criteria). Use the following standards in developing the application narrative:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch). Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit applies only to the application narrative. It does *not* apply to the online applicant information page, the required budget components (including the narrative budget justification), the one-page abstract, or appendices. Additionally, the page limit does *not* apply to staff vitae, instruments to be used, partnership agreements (e.g., agreements between the IHE and partners such as area school districts), and letters of support/cooperation.

Staff vitae should include each person's title and role in the proposed project and contain only information that is relevant to this proposed project's activities and/or publications (not to exceed five pages). Vitae for consultants and advisory committee members should be similarly brief.

Letters of support/cooperation should be specific, indicating agreement with a particular aspect of the proposed project. Proposals submitted under Priority #2 must include a letter of commitment from a minimum of one partner school district that meets the requirements described under the Purpose of the Program section of this RFA. The district letter of support must reflect the support of the district superintendent/CEO, teacher union/association president, and board of education president.

The application narrative should be organized to follow the exact sequence of the components in the selection criteria used to evaluate applications. The selection criteria are listed under ***Section V Application Review Information*** for each of the priorities addressed in this request. The abstract should precede the table of contents and application narrative.

The Compact will reject, and will NOT consider an application that fails to adhere to the page limit requirements, or the standards delineated above, for the competition.

Submission Dates and Times

Applications Available: **May 17, 2021**

Required Bidders Conference: **May 24, 2021, 10:00 am to 11:30 am**

Deadline for Receipt of Applications: **July 16, 2021, 4:30 pm ET**

(Note: applications will not be accepted before noon on May 24, 2021)

Notification of Award: **on or before August 20, 2021**

Submission Process

Applications for grants in response to this request must be submitted electronically using the Ohio Deans Compact web site at www.ohiodeanscompact.org. The following application components must be uploaded as PDF documents to the web site: (1) Abstract; (2) Application Narrative; (3) Appendix A; (4) Other Appendices; (5) Project Budget; and (6) Budget Narrative Justification. An application information page and project budget template must be downloaded from the website, completed, and uploaded in PDF format as part of the required components.

Appendix A should be used to provide the following required components (see Application Requirements & Project Activities in this RFA): (1) project logic model, (2) implementation plan and schedule, (3) plan for formative evaluation of proposed activities, and (4) other data, charts, and/or tables referenced in the Application Narrative. Other Appendices should include, at a minimum, partnership agreements, letters of support, and project personnel vitae (see Application Requirements & Project Activities, Items F and G).

Applications that do not comply with the deadline requirements will not be accepted.

Questions regarding this RFA should be submitted online through the Compact website. Responses to questions will be posted through this site to ensure that all interested applicants receive the same information.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **Section VII Contact Information** of this request. If an individual with a disability receives an accommodation or auxiliary aid in connection with the application process, the individual's application remains subject to all other requirements and limitations in this request.

V. APPLICATION REVIEW INFORMATION

Review and Selection Process

In reviewing applications under this request for applications, the Ohio Deans Compact on Exceptional Children may consider the past performance of the applicant in carrying out a previous award from the Compact, such as the applicant's timely use of funds, the applicant's attendance at required Compact meetings and events, achievement of project objectives, and compliance with grant conditions. The Compact may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

Additionally, in making a competitive grant award, the Compact requires various assurances including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving financial

assistance. These assurances and additional certifications will be required of any institution recommended for funding and as a condition of receiving funding under this request. One of these assurances includes a detailed expenditure plan. Projects that do not expend the funds they receive probably did not need those funds in the first place.

Upon completion of the review process, individual reviewer scores and applications will be ranked. Five competitive preference points will be awarded for including one or more community colleges and/or one or more IHEs as partners in the work. The higher ranked, approved applications will be funded first. There may be lower ranked, approved applications that do not receive funding. It is possible that a small number of applications that are approved and fall next in rank order (after those projects selected for funding) will be placed on hold. If funds become available as a result of negotiations, or if a higher ranked applicant declines the award, the projects on hold may receive funding. Reviewers may include suggestions the applicant IHE needs to consider implementing prior to being awarded funding. If applicants receive a letter stating their application will not receive funding, then their project has neither been selected for funding nor placed on hold. Copies of reviewer comments will be emailed to applicants upon request.

Selection Criteria by Priority

PRIORITY #1 Criteria

Abstract

An **abstract**, not to exceed one page, should precede the application narrative, and should include the title of the program and the applicable priority and focus areas. Additionally, the abstract should include the purpose of the project, its proposed outcomes, the names/affiliations of key collaborators, the degree and credential(s) individuals receive upon completion of the program, and the type of program offered.

Significance (10 points)

In determining the significance of the proposed project, the Compact considers the following factors:

- (1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies;
- (2) The likelihood that the proposed project will result in system change or improvement;
- (3) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
- (4) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively by other IHEs in Ohio; and
- (5) The importance or magnitude of the results or outcomes likely to be attained by the proposed project.
- (6) The likelihood that project funds will be used effectively to support efforts that otherwise would not be possible.

Quality of Project Services (30 points)

In determining the quality of the services to be provided by the proposed project, the Compact considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Additionally, the Compact considers:

- (1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services;
- (2) The extent to which entities that are to be served by the proposed project demonstrate support for the project;
- (3) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;
- (4) The likely impact of the services to be provided by the proposed project on the intended recipients of those services;
- (5) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners in using resources to maximize the effectiveness of project services; and
- (6) The extent to which the services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.
- (7) The extent to which the services to be provided include a plan to sustain the project after the life of the grant.

Quality of Project Personnel (10 points)

In determining the quality of project personnel, the Compact considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Compact considers the following factors:

- (1) The qualifications, including relevant training and experience, of key project personnel; and
- (2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Applicants should include the proposed time commitments for all project personnel. A person-loading chart is useful and may be used to show project personnel and their time commitments to individual activities. The following example shows major activities by number of days spent by each key person involved in each activity.

EXAMPLE: PERSON LOADING CHART —TIME IN DAY(S) BY PERSON*

Activity	Time in Day(s) by Person			
	Person A	Person B	Person C	Person D
Standard Alignment	0	0	0	0
Curricular Revision	0	0	0	0
Collaboration & Teaming	0	0	0	0
Program Development	0	0	0	0
Compact Engagement (e.g., quarterly meetings, community of practice)	0	0	0	0

*Note: All figures represent FTE for the grant year.

Adequacy of Resources (10 points)

In determining the adequacy of resources for the proposed project, the Compact considers the following factors:

- (1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization;
- (2) The extent to which the budget is adequate to support the proposed project; and
- (3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Quality of the Management Plan (20 points)

In determining the quality of the management plan for the proposed project, the Compact considers the following factors:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
- (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;
- (3) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project;
- (4) The extent to which the time commitments of the principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and
- (5) How the applicant will ensure that diverse perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Quality of Project Evaluation (20 points)

In determining the quality of the evaluation, the Compact considers the following factors:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes
- (3) The extent to which the methods of evaluation will provide timely guidance for quality assurance.
- (4) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.
- (5) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (6) 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.
- (7) The clear agreement that local evaluators will share information with any related centralized evaluation effort undertaken by the Ohio Deans Compact.

PRIORITY #2 Criteria

Abstract

An **abstract**, not to exceed one page, should precede the application narrative, and should include the title of the program. Additionally, the abstract should include the intended outcome, and goals and activities of the project (including the target strategies for each component), how the proposed project meets Compact priorities for increasing the number of BIPOC educators in the workforce, and the names and affiliations of the partners.

Relationship of Partnership Effort to Compact Priority (25 points)

In determining the relationship of the proposed project to the Compact's priority under this RFA, the Compact considers the following factors:

- (1) The intended outcomes of the project (i.e., what will be different as a result of the project)?
- (2) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, and the likely impact of the product(s) to be developed on the intended recipients.
- (3) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies;
- (4) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

Nature & Focus of the Partnership (20 points)

In determining the quality of the proposed partnership activities, the Compact considers the following factors:

- (1) The shared beliefs (e.g., all learners should have equitable access to grade-level content) on which the partnership is built.
- (2) The partners who will be involved in implementing grant activities and each partner's specific roles and responsibilities with regard to the project.
- (3) The extent to which entities that are to be served by the proposed project demonstrate support for the project (include letters of support from the applicant institution's Dean of the school/college of education, and the applicable Department Chairperson, and the superintendent/CEO of the partnering school district).
- (4) The strategies used to develop and sustain effective partnerships between the IHE and the school districts/educational service center, and between other relevant partners (e.g., two-year institutions), resulting in graduates who are prepared and ready to meet the instructional needs of all students, including students with disabilities, in inclusive settings.
- (6) The relevant knowledge, skills, and dispositions that will be developed through the project and the extent to which the project reflects up-to-date knowledge from research and effective practice.
- (7) The plan for communicating the importance of the work through a campaign and/or other strategies to all stakeholders, and for engaging all stakeholders in the work on an ongoing basis.
- (8) As applicable, the project will incorporate content that aligns with Ohio's improvement process (i.e., the Ohio Improvement Process) and essential practices delineated by the Ohio Leadership Advisory Council (OLAC) in *Ohio's Leadership Development Framework*; and *Each Child Our Future*.

Implementation, Management, & Evaluation of the Project (25 points)

In determining the quality of the plan for implementing, managing, and evaluating project activities to meet stated goals, the Compact considers:

- (1) The goals of the project in relation to each of the four required components specified in the Priority Area #2 description.
- (2) The activities that will be implemented to achieve the goals and the associated time lines for accomplishing all activities.
- (3) The product(s) to be developed and how it/they will be used by each partner to improve the capacity of educators to work together to improve instructional capacity and student learning.
- (4) The ways in which implementation will be monitored and evaluated, the procedures for ensuring regular and frequent communication and among partners, and the mechanisms for ensuring that high-quality products result from the project.
- (5) The extent to which partnership will involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.

- (7) The evaluation methods to be used, the extent to which they are feasible and appropriate to the intended goals and outcomes of the project.
- (8) The extent to which the methods of evaluation will provide timely guidance and performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Adequacy of Resources & Project Personnel & (10 points)

In determining the adequacy of resources, including project personnel, for implementing the proposed project, the Compact considers the following factors:

- (1) The qualifications, including relevant training and experience, of key project personnel.
- (2) The time commitments for all project personnel, and the extent to which the time commitments of the principal investigator and other key project personnel are appropriate and adequate to implement the proposed activities as planned.
- (3) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization.

Sustainability (20 points)

In determining the likelihood that the project will result in sustainable partnerships that build on activities implemented through the project, the Compact considers the following factors:

- (1) The ways in which the partners will use the product(s) beyond the life of the grant.
- (2) The ways in which the partners will sustain the partnership beyond the life of the grant.
- (3) How the project would be continued/extended beyond the life of the grant.
- (4) The likely utility of the product(s) that will result from the proposed project, including the potential for their being used effectively by other IHEs in Ohio.

Reporting Requirements

Applicants receiving awards must submit annual and final performance reports describing their implementation of project activities, findings, and other relevant information in accordance with procedures established by the Compact and the University of Cincinnati. Each grantee shall freely share the products developed through the grant back to the Compact at a minimum of once annually. These products will be posted on the Compact website to support other IHEs and PK-12 districts to replicate development and implementation efforts in their locale.

Performance Measures

Applicants must include clear and measurable performance measures for implementation objectives identified by the applicant.

In addition, the Compact requires all applicants responding to **Priority 1** to address the following program performance measure in their application:

- *By the end of the first project year, a signed commitment from the dean of the college indicating that the IHE is planning to follow-through with its commitment to offer the dual licensure program.*
- *By the end of the second project year, 100% of the courses comprising the restructured or newly developed program have been designed/redesigned to incorporate identified evidence-based competencies needed by all teacher candidates to support higher levels of learning for all students, including students with disabilities.*

The Compact requires all applicants responding to **Priority 2** to address the following program performance measure in their application:

- *By the end of the first project year, a signed commitment from the dean of the college indicating that strategies identified in the plan will be fully implemented in year 2 of the grant.*
- *By the end of the second project year, a 10% increase in the number of BIPOC individuals entering a teacher education program offered through the applicant IHE and any IHEs serving as partners on the grant.*

VI. REQUIRED BUDGET COMPONENTS

Applicants are required to complete a project budget template and budget narrative justification. The template must be downloaded from the website, completed, and uploaded in PDF format as part of the required components. The budget narrative justification describing all costs identified in the project budget must be uploaded in PDF format as part of your required application. Please refer to www.ohiodeanscompact.org for submission instructions.

In developing your project budget, please note the following:

- Applicants must specify the level of effort on the part of the principal investigator and other key personnel contributing to the project. Applicants are encouraged to incorporate PI effort at no less than .25 FTE (one to two course releases per year depending on IHE-specific workload policies).
- Applicants must include plans for both the year 1 and 2 award. Please refer to **Section II. Award Information** (note # 2) in this RFA.
- Faculty buy-out for summer terms is allowable.
- Equipment purchases, defined as equipment that has a useful life of one year or more and an acquisition cost of \$5,000 or more, are permitted if their purchase is necessary to support implementation of approved project activities. Other property purchases necessary to support project implementation are allowable and should be included with *materials and services* costs.
- Travel within the US is allowable when it relates to the expressed goals of the project. Requests for travel to international conferences/events will be considered on a case-by-case basis.

- For applications submitted in response to this request, the indirect cost rate may not exceed 8% of the direct costs. Applicable Education Department General Administrative Regulations apply to training grants.
- For Priority 1 awards, tuition costs are allowable if related to the employment of a graduate research assistant to support project implementation. For Priority 2 awards, tuition costs for BIPOC candidates are allowable.

Successful applicants recommended for funding under this competition will be required to complete additional certifications and assurances as a condition of receiving an award. Funding may be withheld from institutions that do not follow the requirements specified in this RFA or the certification and assurance documents.

VII. CONTACT INFORMATION

For further information, contact:

Deborah Telfer, PhD, Project Director
Ohio Deans Compact on Exceptional Children
Telephone: (614) 897-0020 x 102
Email: telferdm@ucmail.uc.edu

VIII. REFERENCES

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Note: sections of this Request for Application were modified from several notices issued by the U.S. DoE, Office of Special Education Programs.

**APPENDIX:
Ohio Deans Compact
Inclusive Instructional High-leverage Practices (IIHLPs)⁸**

Categorized IIHLPs

Category	Aligned HLPs
Planning for Instruction	<ul style="list-style-type: none"> • create and maintain a caring and respectful learning environment. • structure and maintain a consistent and organized learning environment. • connect learning to students' prior experiences in order to make it more authentic. • structure the curriculum so each child can experience success. • construct lessons that are responsive to students' cultural, religious, family, academic and personal experiences. • implement organizational routines and procedures. • set short-term goals for students aligned with external standards and benchmarks. • establish and maintain norms for social interactions within the classroom. • <i>use flexible grouping that temporarily clusters students with similar learning needs so my instruction can better target their needs.</i> • <i>use my students' cultural background to help make learning meaningful.</i> • <i>modify texts and tasks for a specific learning goal.</i>
Delivering Instruction	<ul style="list-style-type: none"> • build a sense of trust in my students. • make content explicit through explanation, models, representations, and examples. • re-explain content in alternative ways if students don't seem to understand. • support students' learning by providing help of various sorts (that is, scaffolds such as focusing questions, partial answers, graphic organizers). • provide constructive feedback to guide students' behavior. • provide varied learning opportunities for individual students or groups of students. • address misbehavior (e.g., disruptive or noncompliant behavior) by using evidence-based practices. • make adjustments to a lesson on the spot if the original plan isn't working out well. • help students retain what they have learned over time. • teach students to generalize what they have learned and apply it in new settings. • provide oral feedback to students. • create a community of learners with students from diverse backgrounds. • use strategies that hold students accountable for high quality work. • <i>use small group instruction to promote academic learning.</i> • <i>provide prompts to help an individual student clarify and articulate what he or she is thinking.</i> • <i>provide written feedback to students.</i> • <i>teach social behaviors.</i> • <i>lead a whole class discussion, involving all students.</i> • <i>use technology as a way to improve the relevance and impact of instruction.</i>
Assessing Instruction	<ul style="list-style-type: none"> • identify my students' academic strengths. • use progress monitoring to inform instruction. • use student performance data and other feedback from students to improve my instructional strategies.

⁸ Ohio Deans Compact. (November, 2020). *Prioritizing high-leverage practices (HLPs): Study of educator preparation faculty from inclusive teacher preparation programs leading to dual licensure.* Columbus, OH: Author.

Category	Aligned HLPs
	<ul style="list-style-type: none"> • question students to check their understanding of concepts. • use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. • <i>teach cognitive and metacognitive strategies to support learning and independence.</i> • <i>interpret and communicate assessment information to parents.</i> • <i>interpret and communicate assessment information to colleagues.</i> • <i>conduct functional behavioral assessments to develop individual student behavior support plans.</i>
Learning Together through Collaborative Systems	<ul style="list-style-type: none"> • make ethical professional decisions. • talk in simple language about a student with parents or other caregivers in ways that demonstrate my respect for students as well as for their parents and caregivers. • actively build relationships with families to support student learning. • <i>contribute in meaningful ways to discussions about instruction with co-teachers, members of teacher teams, and paraprofessionals.</i> • <i>organize and facilitate effective meetings with professionals and families.</i>

Note: The 15 highest rated HLPs are included in **boldfaced** type; the 15 lowest rated HLPs are included in *italicized* type.