

Louisiana Believes



**Residency Expansion Grants  
Request for Applications**

Notices of Intent Due: **UPDATED** March 24, 2017 by 5pm

Application Due Date: **UPDATED** April 28, 2017 by 5pm

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## **BACKGROUND AND PURPOSE**

Educator preparation programs in Louisiana are leading the nation in developing strong, practice-based programs for aspiring teachers. By July 2018, teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher. In October 2016, BESE [adopted updated regulations](#) for the preparation of aspiring teachers. These regulations provide for a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide candidates with the knowledge and skills needed in order to be prepared for their first day of teaching.

The changes were informed by Louisiana's teacher preparation pilot program, [Believe and Prepare](#), and two years of public discussion and input through a 2014 survey of 6,000 educators and over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. The updated regulations were developed in collaboration with the Louisiana Board of Regents and leaders of preparation programs.

Teacher candidates admitted into programs in the 2018-2019 year will be the first full cohort to experience the required yearlong residency and new competency-based curricula.

To strengthen the educator talent pipeline in rural school systems, the Louisiana Department of Education was awarded a federal Teacher Incentive Fund (TIF) grant in October 2016. Louisiana's TIF grant supports rural school systems as they strengthen their talent pipeline, and includes funding for grants to teacher preparation providers and school system leaders as they shift to yearlong residency models.

## **CALL FOR APPLICATIONS**

The Department is seeking applications from eligible teacher preparation providers that describe a plan to establish formal partnerships with school districts to prepare teachers for [underserved students and schools, including and with preference given to TIF districts](#), through high-quality teacher preparation residency programs.

Projects will be funded from June 2017 through September 2018. Opportunities to apply for additional years of funding through the 2020-2021 academic year will be available, pending availability of funds.

## **PROGRAM PRIORITIES**

To support the expansion of teacher preparation programs that meet workforce needs and ensure equitable access to effective teachers to all students, the Department has identified the below competitive priorities.

Preparation providers, in collaboration with partner school districts, will transform current preparation experiences to launch competency-based preparation pathways that include yearlong residencies to prepare teachers for high-need certification areas and [underserved students and schools](#).

*Applicants must submit evidence of partnership with at least one Louisiana school system via the Memorandum of Agreement Among Partners and letters of support in the grant application.*

### **PRIORITY 1: Teacher preparation residencies in rural school districts**

Establish fiscally sustainable teacher preparation pipelines that increase the number of effective teachers in rural schools and districts participating in the Teacher Incentive Fund (TIF) grant (see Appendix A). *Applicants responding to this priority must submit evidence of partnership with at least one TIF district via the Memorandum of Agreement Among Partners and letters of support in the grant application.*

- Undergraduate residency satellite sites
- Multi-district undergraduate or post-baccalaureate residency partnerships
- Post-baccalaureate preparation pathways for paraprofessionals, long-term substitutes, and/or other professionals of promise holding baccalaureate degrees; such pathways would include rich induction experiences developed in collaboration with the district partner(s) and preparation for licensure exams, when needed

### **PRIORITY 2: Post-baccalaureate co-teaching residencies**

Establish fiscally sustainable post-baccalaureate teacher preparation residencies that include co-teaching to increase the number of effective teachers in high-need certification areas, specifically secondary science, secondary mathematics, and special education. Applicants that submit evidence of partnership with at least one TIF district will be given priority.

### **PRIORITY 3: Special education teacher preparation residencies**

Establish fiscally sustainable teacher preparation pipelines that increase the number of effective special education teachers. *Applicants who propose to develop low-incidence disability teacher preparation programs (Hearing impaired Grades K-12, Visual Impairments/Blind Grades K-12, Significant Disabilities Grades 1-12) may be eligible for increased funds to support program start-up.*

## APPLICATION AND GRANT TIMELINE

<b>Release of Believe and Prepare Residency Expansion RFA</b>	<b>February 14, 2017</b>
<b>TIF Grant Meeting</b> <i>Providers that are planning to apply are invited to present their proposals to TIF districts and solicit district partners.</i>	<b>March 8, 2017 (Alexandria, LA)</b>
<b>Application Notice of Intent (NOI) Deadline (REQUIRED)</b> <i>Preparation providers planning to apply for a Believe and Prepare Residency Expansion grant must submit their notice of intent <a href="#">HERE</a>. An NOI template is available in <a href="#">Appendix B</a>.</i>	<b>March 24, 2017 at 5pm</b>
<b>Deadline to Submit Application</b> <i>Complete applications (<b>with all necessary signatures</b>) must be submitted in PDF format to <a href="mailto:BelieveAndPrepare@la.gov">BelieveAndPrepare@la.gov</a>. Application forms are available in <a href="#">Appendix C</a>.</i>	<b>April 28, 2017 at 5pm</b>
<b>Notification of Grant Awards and Allocations</b>	<b>June 2017</b>
<b>Year One Funding Period</b>	<b>June 22, 2017–September 30, 2017</b>
<b>Year Two Funding Period</b>	<b>October 1, 2017–September 30, 2018</b>

## CRITERIA AND EVALUATION

Applications will be assessed on the below criteria.

### Program Design and Implementation

Program design and implementation plans include the following activities<sup>1</sup> with school system partners:

- Co-construct [competency-based preparation programs](#) that include, at minimum, a yearlong residency
- Select, develop, and evaluate highly effective mentor teachers
- Select and develop high-quality residency host school sites
- Provide direct coaching and support to teacher residents and mentor teachers
- Establish partnership governance teams who routinely evaluate candidate, mentor, and program effectiveness to make continuous improvement

### Program Outcomes

- Program includes a plan for impacting school improvement and new teacher effectiveness.
- Program identifies concrete indicators of success on an ambitious and reasonable timeline.
- If focused on priority three, program sets measurable outcomes for impacts on special education teacher effectiveness and workforce needs.

### Program Sustainability and Expansion Plan

- Budget uses grant funds to support highest impact activities.
- Application describes a concrete plan to sustain the program beyond the grant period.
- Application describes a plan and timeline to expand the program beyond the grant period.

## ELIGIBILITY AND FUNDING

The Department will award Believe and Prepare grants of up to \$250,000 per year to any BESE-approved teacher preparation provider that presents a high-quality and innovative proposal that meets the priorities identified in the Request for Applications.

Partnerships can include any number of schools, school systems, and/or new or existing preparation providers.

Grants will be funded through the Louisiana Department of Education's federal Teacher Incentive Fund grant and IDEA funds.

**Priority will be given to applicants that serve TIF districts.**

## QUESTIONS AND ADDITIONAL INFORMATION

Contact [BelieveAndPrepare@la.gov](mailto:BelieveAndPrepare@la.gov) with questions or for additional information.

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<sup>1</sup> For supporting research, [The Teacher Residency: An Innovative Model for Preparing Teachers](#) (September 2016) by Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond.

## APPENDIX A: Teacher Incentive Fund (TIF) Districts/Schools

District/LEA	Superintendent	Phone	Email
Allen	Mr. Michael K. Doucet	(337) 639-4311	michael.doucet@allen.k12.la.us
Assumption	Mr. Earl Martinez	(985) 369-7251	emartinez@assumptionschools.com
Avoyelles	Mr. Blaine Dauzat	(318) 253-5982	bdauzat@avoyellespsb.com
Caldwell	Mr. John Gullatt	(318) 649-2689	Johngullatt@caldwelledu.org
Catahoula	Dr. Gwile Freeman	(318) 744-5727	gfreeman@cpsbla.org
Concordia	Ms. Loretta Blankenstein	(318) 336-4226	lblankenstein@cpsbla.us
East Carroll	Dr. Voleria Millikin	(318) 559-2222	volmillikin@e-carrollschools.org
Franklin	Dr. Lanny Johnson	(318) 435-9046	drj@fpsb.us
Grant	Ms. Sheila Jackson	(318) 627-3274	sjackson@gpsb.org
Jackson	Mr. Keith Henderson	(318) 259-4456	keithh@jpsb.us
JS Clark Leadership Academy	Ms. Tiffanie Lewis	(337) 418-4222	tmlewis@jsclarkcharter.org
Lincoln	Mr. Mike Milstead	(318) 255-1430	mmilstead@lincolnschools.org
Morehouse	Ms. Hazel Sellers	(318) 281-5784	hsellers@mpsb.us
Red River	Ms. Allison Hughes	(318) 932-4081	anhughes@rrpsb.com
Richland	Mr. Sheldon Jones	(318) 728-5964	srjones@richland.k12.la.us
St. Helena	Dr. Kelli Joseph	(225) 222-6861	kjoseph@sthpk-12.net
St. Landry	Mr. Patrick Jenkins	(337) 948-3657	pjenkins@slp.k12.la.us
Tallulah Charter School	Dr. Patricia Candler	(318) 574-0029	pcandler@tallulahcharter.org
Tensas	Mr. Paul Nelson	(318) 766-3269	pnelson@tensaspsb.org
West Carroll	Mr. Rich Strong	(318) 428-2378	mrstrong@wcpsb.com

## APPENDIX B: BELIEVE AND PREPARE NOTICE OF INTENT

**NOTE:** Prospective applicants **must submit their Notice of Intent [HERE](#)** by March 24, 2017 at 5pm. *The below template is provided for applicants to use in preparing the notice of intent response prior to digital submission.*

<b>Name of Institution</b> (Include Branch/Campus and School or Division, if applicable):
<b>Address</b> (Include Department, if applicable):
<b>Principal Investigator(s):</b>  <b>Phone:</b>  <b>E-mail:</b>
<b>Tentative Title of Project:</b>
<b>Identify the districts or regions to be served.</b>

## APPENDIX C: APPLICATION AND BUDGET FORMS

An editable version of these application form is available [HERE](#).

### COVER PAGE

<b>Name(s) of Submitting Institution:</b>	
<b>Address of Institution (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code):</b>	
<b>Title of Proposed Project:</b>	
<b>Funds being requested for each funding cycle:</b>	
Cycle 1: June 22, 2017 - September 30, 2017	
Cycle 2: October 1, 2017 – September 30, 2018	
<b><i>The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.</i></b>	
<b>PRINCIPAL INVESTIGATOR</b>	<b>Name:</b>
	<b>Name of Institution:</b>
	<b>Title:</b>
	<b>Telephone:</b>
	<b>E-mail Address:</b>
	<b>SIGNATURE:</b>
<b>CO-PRINCIPAL INVESTIGATOR</b>	<b>Name:</b>
	<b>Name of Institution:</b>
	<b>Title:</b>
	<b>Telephone:</b>
	<b>E-mail Address:</b>
	<b>SIGNATURE:</b>
<b>AUTHORIZED INSTITUTIONAL REPRESENTATIVE</b>	<b>Name:</b>
	<b>Name of Institution:</b>
	<b>Title:</b>
	<b>Telephone:</b>
	<b>E-mail Address:</b>
	<b>SIGNATURE:</b>

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<b>DEAN/DIRECTOR, COLLEGE/SCHOOL OF EDUCATION</b>	<b>Name:</b>	
	<b>Name of Institution:</b>	
	<b>Title:</b>	
	<b>Telephone:</b>	
	<b>E-mail Address:</b>	
	<b>SIGNATURE:</b>	
<b>DEAN, COLLEGE OF ARTS</b>	<b>Name:</b>	
	<b>Name of Institution:</b>	
	<b>Title:</b>	
	<b>Telephone:</b>	
	<b>E-mail Address:</b>	
	<b>SIGNATURE:</b>	
<b>DEAN, COLLEGE OF SCIENCE</b>	<b>Name:</b>	
	<b>Name of Institution:</b>	
	<b>Title:</b>	
	<b>Telephone:</b>	
	<b>E-mail Address:</b>	
	<b>SIGNATURE:</b>	
<b>AUTHORIZED FISCAL AGENT</b>	<b>Name:</b>	
	<b>Name of Institution:</b>	
	<b>Title:</b>	
	<b>Telephone:</b>	
	<b>E-mail Address:</b>	
	<b>SIGNATURE:</b>	

## NARRATIVE

The narrative section of the proposal is limited to a maximum of 5 double-spaced pages. The narrative must include the headings shown below, in the order given below.

### (1) Rationale

Briefly describe the data-driven needs of the partner school systems. Proposals should include the following types of information which specifically support one or more priorities of the grant:

- Detailed profile of students and schools to be served, including demographic information.
- Specific certification and academic needs to be addressed in this project, including appropriate documentation from [district and school student achievement data](#) and [regional workforce reports](#).
- Other needs to be addressed, accompanied by specific, related data.
- Description of how all partners have worked together to assess district/school needs, recruit participating school sites, and determine objectives for the project.

### (2) Program Design

Describe the proposed program and explain how the program addresses one or more of the grant priorities.

### (3) Collaborative Partnerships and Participant Recruitment

Describe the process of collaboration between the school system(s) and the provider in determining the needs of the school system(s) and creating the proposal and program plan.

- Include a description of how project staff will recruit participants and interact with teachers, administrators, and program faculty to ensure effective implementation of the program.
- Provide specific details regarding the oversight of partnerships with the districts/schools.
- In addition, letter(s) of support from partnering district(s) must be included in the appendices of the proposal.

### (4) Measurable Objectives

Objectives must be specific, measurable, attainable, results-focused, and timely. Objectives will guide the review team in understanding the project's expected outcomes as a result of the partnerships and funds requested.

- Identify at least two measurable objectives that are **clearly tied to one or more of the priorities identified in the RFA** and indicators of attainment.
- Objectives must define the specific focus of change and the degree of change expected and may involve changes in teacher candidates' content knowledge and mastery of applicable [teacher preparation competencies](#).

## PROJECT PROGRESSION TIMELINE

Provide a timeline of events that includes details about planning and recruitment, implementation of activities, and expected progress toward fulfilling measurable objectives documented in the proposal. (Limit to 2 pages.)

## MEMORANDUM OF AGREEMENT AMONG PARTNERS

(Sponsoring Institution)	(Project Title)
(Principal Investigator)	(Co- Principal Investigator)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners listed below. This MOA documents the actual working partners who are responsible for contributing to the writing of the proposal, collecting and reporting data, and for the day-to-day success of the project.

<b>Teacher Preparation Program (Required)</b>			
<i>Faculty members from partnering colleges/schools within an institution are required if the lead applicant is a university. Add rows as needed.</i>			
Name of Individual	Title	Role	Signature

<b>Local Education Agency/Agencies (Required)</b>				
<i>Add rows as needed.</i>				
Name of LEA	Name of Individual	Title	Role	Signature

<b>Additional Targeted Partners</b>				
<i>Add rows as needed.</i>				
Name of Institution or Organization	Name of Individual	Title	Role	Signature

## BUDGET

Complete the budget form and narrative for each funding cycle. *Indirect costs are allowable up to 10.5%. Grant funding may not be used to pay teacher candidate or mentor tuition or fees to a preparation program.*

### Cycle 1 Budget Form (June 2017-September 2017)

EXPENDITURE CATEGORY	AMOUNT
Salaries	
Stipends	
Purchased Professional/Technical Services (e.g., professional development services)	
Purchased Property Services (equipment rental)	
Other Purchased Services (travel, printing, etc.)	
Program Supplies	
Property (hardware)	
Other Objects (fees, dues, etc.)	
<b>TOTAL</b>	

### Cycle 1 Budget Narrative (June 2017 – September 2017)

Describe how the funds will be spent for each of the categories identified above.

BUDGET ITEM	DESCRIPTION	TOTAL ALLOCATION
Salaries		
Employee Benefits		
Purchased Professional/Technical Services		
Purchased Property Services		
Other Purchased Services		
Supplies		
Other Objects		

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## Cycle 2 Budget Form (October 2017-September 2018)

EXPENDITURE CATEGORY	AMOUNT
Salaries	
Stipends	
Purchased Professional/Technical Services (e.g., professional development services)	
Purchased Property Services (equipment rental)	
Other Purchased Services (travel, printing, etc.)	
Program Supplies	
Property (hardware)	
Other Objects (fees, dues, etc.)	
<b>TOTAL</b>	

## Cycle 2 Budget Narrative (October 2017 – September 2018)

Describe how the funds will be spent for each of the categories identified above.

BUDGET ITEM	DESCRIPTION	TOTAL ALLOCATION
Salaries		
Employee Benefits		
Purchased Professional/Technical Services		
Purchased Property Services		
Other Purchased Services		
Supplies		
Other Objects		