



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Grant Overview: Attract, Prepare, Retain (APR) Grant: Expanding and Diversifying Indiana's Educator Pipeline

Program Name	Attract, Prepare, Retain (APR) Grant: Expanding and Diversifying Indiana's Educator Pipeline
Fiscal Year of Award	2022-2024
Application Release Date	Friday, July 1, 2022
Application Due Date	Friday, August 5, 2022 by 11:59 p.m. ET
Electronic Submission Process	<u>Online Form</u>
Eligibility	<p>This grant opportunity prioritizes the development of meaningful partnerships to help achieve the outcomes listed on page 3. Lead applicants may include any of the following:</p> <ul style="list-style-type: none">● PK-12 schools*;● Non-profit organizations;● Education service centers; or● Higher education institutions. <p><i>*Please note: regardless of who is applying as the lead applicant, all successful applications must include a partnership and commitment from a PK-12 partner(s).</i></p>
Award	<p>A total of \$5 million has been allocated for this grant. Individual awards will be determined based on the intended outcomes resulting from the grant, including the number of high school students and students from underrepresented populations entering a pathway to the education profession through the partnership.</p>
Grant Award Notification Date	Anticipated Late August, 2022



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Grant Summary

The Attract, Prepare, Retain (APR) Grant is aimed at helping schools and communities strengthen, expand, and diversify the educator pipeline. Strategic programs that elevate and support educators are essential to ensuring Indiana maintains the ability to provide all students with high quality instruction. The intent of this grant is to support programs that are aligned with the strategic priorities of the Indiana Department of Education (IDOE) as outlined below:

- **Elevate the mission and value** of Indiana’s K-12 educators;
- **Recruit more of Indiana’s best and brightest** to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;
- Work with educators to improve access to **effective professional and leadership development**;
- Improve guidance, support, and accessible data, for those **recruiting, educating and mentoring rising educators**; and
- Create networks & other capacity for sharing **information, practices and ideas** with/among educators.



The APR grant was developed with four key outcomes in mind:

Primary outcomes

1. Increase the number of opportunities for high school students to enter educator preparation programs with transferable postsecondary credits.
2. Increase underrepresented populations among candidates enrolling in educator preparation programs.
3. Increase opportunities for leadership and career advancement within the profession.

Secondary outcome

4. Increase opportunities for sharing information, practices, and ideas among other educators.



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Grant Requirements

Eligible Entities

This grant opportunity prioritizes the development of meaningful partnerships to help achieve the outcomes listed above. Lead applicants may include any of the following:

- PK-12 schools*;
- Non-profit organizations;
- Education service centers; or
- Higher education institutions.

**Please note: regardless of who is applying as the lead applicant, all successful applications must include a partnership and commitment from a PK-12 school partner(s).*

Consideration of Technical Partners

In addition to the eligible applicants listed above, successful applications may consider having a technical partner to offer support throughout the strategic planning and implementation process. If utilized, the services of the technical partner should be accounted for in the budget estimate provided by the lead applicant. Below are some questions that may be considered when evaluating the selection of a technical partner:

- Does the technical partner demonstrate effective experience in developing relationships?
- Does the technical partner have the demonstrated ability to lead strategic planning for the applicant, including a long-term sustainability plan?
- Does the technical partner have the demonstrated ability to track data and execute a progress monitoring plan at key milestones?
- Does the technical partner have a plan in place for ongoing communication and collaboration through a schedule of regular meetings amongst grant applicants and community partners?

Assumptions Regarding Data and Use of Funds:

- A data sharing agreement must be established between PK-12 schools and partner applicants.
- Funds must be used solely for the execution of the Attract, Prepare, Retain Grant.
- IDOE will serve as the fiscal agent for the grant. The terms of engagement between PK-12 schools and partner applicants are the responsibility of the local parties.



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Application Process

The Application Overview and instructions for submitting applications begin on page 6.

1. Important Dates

- **Friday July 1, 2022:** Application opens
- **Friday, August 5, 2022 by 11:59 p.m. ET:** Applications due, must be submitted through the [Online Application Form](#)
- **Late August 2022:** Anticipated date of awards announcement

2. Grant Timeline

- **August 2022 - September 30, 2024**
- Grant recipient must obligate all funds by September 30, 2024.
- Grant recipient must submit all reimbursements by December 31, 2024.

3. Applicant Support

- For technical support or application clarity, applicants can contact eel@doe.in.gov. IDOE staff may not advise on application content.

4. Selection of Grant Awards

Following the close of the application window, all applications will be reviewed and scored by reviewers. Reviewers attend required training sessions that cover the application and rubric used to evaluate programs. These rubrics can be found starting on page 11. Once scored by the reviewers, application scores will be screened for a significant score variance. IDOE will rank applications by final application scores. Top-scoring grants will be awarded until all funds have been exhausted.

IDOE reserves the right to determine awarded amounts based on application content and funding availability.

5. Required Information for Submission

- Bidder number
- Vendor registration
- Online form application with required documents

*The registration status of all applicants will be reviewed and confirmed with the Secretary of State. This process can take 4-5 weeks. **Any lead applicants that are not registered by the application deadline, July 29, will be deemed ineligible for the grant.** See the [State Contracting](#) section of this document for more information.*

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Application Overview

Applicants must develop and submit a grant narrative and budget to satisfy the following criteria as defined in the components listed below.

- The grant narrative and budget documentation must:
 - Reflect the intended use of the grant funds; and
 - Affirm efforts to monitor program implementation, collect, share, and submit all relevant data, and participate in a data sharing agreement with PK-12 schools, if applicable.
- Further, applicants must develop and clearly articulate an APR plan through the grant narrative and budget documentation that satisfies each of the evaluation criteria (outlined in this document) beyond the required assurances.
- Applications lacking the required assurances will not be reviewed.

Component 1: APR Program Alignment

Successful grant applications will:

- **1.1** - Identify the program you seek to create or expand and explain how this program connects to the needs of your local community.
- **1.2** - Develop a strategy and timeline for creating or expanding your program, along with a sustainability plan that will support the continuation of this work beyond the grant period.
- **1.3** - Provide a comprehensive communication plan for stakeholders to promote access to the new opportunities that will be created or expanded through this grant.
- **1.4** - Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability, and clearly define the role that each person will play.
- **1.5** - Provide baseline data, as well as data goals, to measure post-implementation progress. This should include an explanation of how progress monitoring will occur.



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Component 2: Partner Collaboration

Successful grant applications will:

- **2.1** - Identify partners who will assist in guiding your planning, development, and implementation.
- **2.2** - Clearly define the role of each partner and provide an explanation of why each partner was selected. This should include details of any previous or current projects, as well as their unique qualifications.
- **2.3** - Provide documentation of commitment for each partner. This should include a primary point of contact, contact information, and commitment type.
- **2.4** - Have multiple partners whose work aligns the strategic priorities of the Indiana Department of Education listed on page 3.



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Application Components

Applications should only be submitted once, so please ensure applications are finalized before submitting. The online form for submitting applications can be found [here](#). Applicants should submit a completed Project Narrative, Budget Summary (Excel upload), and Budget Narrative in the online form application.

Section	Points Possible
1. Project Narrative	
a. APR Program Alignment	30
b. Community Partner Collaboration	24
2. Budget Summary (Pass or Fail)	10
Budget Narrative (Pass or Fail)	10
3. Available Priority Points	6
TOTAL	80

Please ensure that as you are filling out the application narrative, you are following the rubrics that outline the points per category and requested information. Rubrics can be found starting on page 11 of this document.

1. Project Narrative

APR Program Creation and Expansion Planning

- Please share a brief summary of the APR program you seek to create or expand and explain how this initiative connects to the needs of your unique local context.
- What is your strategy and timeline for creating or expanding your identified program?
- What is your sustainability plan of action that will support the continuation of this work beyond the grant period?
- What is your comprehensive plan for creating opportunities for high school students to enter educator preparation programs with transferable post secondary credits, increase underrepresented populations among candidates enrolling in educator preparation



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programs, and/or increase opportunities for leadership and career advancement within the profession?

- How will you communicate and engage stakeholders in new opportunities that will be created or expanded through this grant?
- Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability. Clearly define the role each person will play. An organizational chart for the initiative that includes the entities involved and relationships is beneficial.

2. Budget Summary & Narrative

- Complete the [Budget Summary](#) document and upload it as an Excel file to the application's online form.
- Complete the [Budget Narrative](#) section of the application's online form.

Budget summaries and narratives will be evaluated on a pass(10)/fail(0) basis based on the following criteria:

- Grant funds must be reasonable, allocable, and necessary to fulfill the objectives of the grant.
- Evaluators will cross reference the budget to the Application Narrative. Any expenses listed on the Budget Summary or Narrative that do not line up with the described program may result in a failed budget.

3. Available Priority Points

Indicate on the Jotform application if one or more partners is:

- [Designated as a Rural school](#) (all schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43).
- Title IV eligible
- Partnering with an attendee of the 2022 Attract, Prepare, and Retain Summits focused on collaborative solutions.



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Eligible Expenses

In preparation for this grant opportunity, applicants should identify the area(s) they seek to prioritize and determine the partner(s) that best meets those needs. After developing a strategy, estimated budget, timeline, and sustainability plan, the partnership can apply for the following reimbursable expenses:

- Training
- Contracted services
- Personnel
- Equipment
- Software and technology
- Tuition
- Transportation

Grant funds may not be used for the following unallowable expenses:

- Non-academic entertainment
- Preparation of the initial grant application
- Pre-award costs (incurred before the grant effective date)
- Decorative items
- Purchase of facilities or vehicles
- Land acquisition
- Capital improvements
- Permanent renovations
- Food, including refreshments/snacks
- Virtual programming
- Indirect costs (costs that cannot be easily parsed to a particular funding line, such as the cost of preparing payroll or paying utilities)

Reimbursement

The APR Grant Funding will be administered through reimbursement.

- Funding will be provided to grant recipients after the expenses within the grant period have been incurred.
- Grant recipients will follow procedures to submit documentation to obtain reimbursement monthly.
- Reimbursement forms and directions will be provided after the grant contracts have been fully executed.



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Evaluation Rubrics

APR Grant Narrative Scoring Rubric

Component 1: Attract, Prepare, and Retain Program Alignment				
Criteria	Total Points (30 points possible)			
	Not Present (0 points)	Fair (2 points)	Strong (4 points)	Exemplary (6 points)
1.1 Identify the program you seek to create or expand and explain how this program connects to IDOE strategic priorities and to the needs of your local community.	No explicit relationship between project and IDOE’s strategic priorities.	Project tangentially but not directly related to IDOE’s strategic priorities and at least one specific local need.	Project elements align with a single IDOE strategic priority and addresses at least one specific local need.	Project elements align with multiple IDOE strategic priorities and addresses multiple specific local needs.
1.2 Develop a strategy and timeline for creating or expanding your program, along with a sustainability plan that will support the continuation of this work beyond the grant period.	No strategy, timeline, or sustainability plan of action included.	A strategy and timeline are included, but there is no clear sustainability plan for after the grant period.	A clear strategy and timeline that align with grant requirements are included along with a sustainability plan for after the grant period.	A comprehensive strategy is outlined with an implementation timeline that aligns with the grant spending deadline and showcases how the work will be fully sustained after the grant period.



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<p>1.3 Provide a comprehensive communication plan for stakeholders to promote access to the new opportunities that will be created/expanded through this grant.</p>	<p>No communication plan is included.</p>	<p>A communication plan is included, but does not address all stakeholders or topics.</p>	<p>A communication plan for all stakeholders on each of the required areas is included.</p>	<p>A comprehensive communication plan for all stakeholders is included with frequent touch points and multiple communication methods.</p>
<p>1.4 Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability and clearly define the role that each person will play.</p>	<p>No information regarding specific roles of support personnel within the school(s) and partner organization(s).</p>	<p>A description of specific roles of support personnel within the school(s) and partner organization(s), but roles are not clearly defined.</p>	<p>A description of specific roles of support personnel within the school(s) and partner organization(s); including clearly defined roles.</p>	<p>A description of specific roles of support personnel within the school(s) and partner organization(s); including clearly defined roles. A comprehensive plan for cross-training to ensure sustainability of the program.</p>
<p>1.5 Provide baseline data, as well as data goals, to measure post-implementation progress. This should also include an explanation of how progress monitoring will occur.</p>	<p>No baseline data or data goals included.</p>	<p>Baseline data and data goals are provided, however the projected increase is less than 20% above baseline data.</p>	<p>Baseline data and data goals are provided, with the projected increase between 20% and 50% above baseline data.</p>	<p>Baseline data and data goals are provided, with the projected increase being at least 50% above baseline data.</p>



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Component 2: Community Partner Collaboration				
Criteria	Total points (24 points possible)			
	Not Present (0 points)	Fair (2 points)	Strong (4 points)	Exemplary (6 points)
2.1 Identify partners who will assist in guiding your planning, development, and implementation.	No community partners identified.	At least one employer or community partner is included, but does not specify their role in the pathway planning, development and implementation.	At least one employer or community partner is included and clearly outlines their role in the pathway planning, development, and implementation.	Multiple employers and/or community partners are included and clearly outlines their role in the pathway planning, development, and implementation, including financial or in-kind support; which may include partner fund matching.
2.2 Clearly define the role of each partner and provide an explanation of why each partner was selected. This should include details of any previous or current projects, as well as their unique qualifications.	No plan for a consortium is included.	A plan for a consortium is included, but does not include all stakeholder groups (higher education, support agencies, school partners, etc.).	A plan for a consortium of higher education, support agencies, and school partners is included and general partners are identified.	A comprehensive plan for a consortium of higher education, support agencies, and school partners is included. Support agencies have a proven, quality track record of supporting the guiding IDOE strategic priorities. The plan identifies key stakeholders to fill each role.

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<p>2.3 Provide documentation of commitment for each community partner. This should include a primary point of contact, contact information, and commitment type.</p>	<p>No documentation of commitment from community partners.</p>	<p>Documentation of commitment demonstrates a general support of the work but does not provide specific examples of contribution.</p>	<p>Documentation of commitment demonstrates specific examples of equipment, human capital, in-kind, or financial support during the life of the grant.</p>	<p>Documentation of commitment demonstrates specific examples of equipment, human capital, in-kind and financial support beyond the life of the grant.</p>
<p>2.4 Application has multiple partners whose work aligns with the strategic priorities of the Indiana Department of Education listed on page 3.</p>	<p>One or fewer organizations identified as partner organizations.</p>	<p>Multiple organizations identified as partner organizations.</p>	<p>Multiple organizations identified as partner organizations aligned with common goals. Plan includes how partners will collaborate with other partners.</p>	<p>Multiple organizations identified as partner organizations. Includes robust plans for ongoing collaboration toward common goals and a unified communication plan.</p>

Budget Scoring Rubric

<u>Criteria</u>	<u>Fail (0 points)</u>	<u>Pass (10 points)</u>
Allowable expenditures	Budget includes non allowable items	Budget includes only allowable items
Reasonable, allocable, and necessary to fulfill the objectives of the grant	Budget is not reasonable, allocable, and/or necessary to fulfill the objectives of the grant	Budget is reasonable, allocable, and necessary to fulfill the objectives of the grant



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Data Monitoring

Grant recipients will be required to monitor and record the relevant data and report this data to IDOE at least annually.

Awarded applicants will be required to use data templates provided by IDOE to ensure accurate and consistent data collection throughout the program. Awarded applicants will also be required to participate in IDOE program evaluation activities. More information on data submission and program evaluation will be provided once awarded programs are announced.

Grant Data Metrics		
Relevant Metric	Current State: Baseline Data (Number & Percentage of students/teachers engaged)	Future State: Data Goal (Number & Percentage of students/teachers engaged)
Graduating Seniors transferring 1-15 credits to an educator preparation program		
Graduating Seniors transferring 15-30+ credits to an educator preparation program		
Graduating Seniors (by subgroup) enrolling in an educator preparation program		
Number of educators receiving compensation for mentoring roles		
Number of returning educators for each participating PK-12 partner		



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State Contracting

The State of Indiana requires contract vendors to be registered with the state through three separate agencies: Secretary of State's Office, Indiana Department of Administration, and Auditor of State's Office. If you are currently not registered, or not active with your registration, please see the information below for assistance.

Secretary of State's Office (SOS)

If you are not already registered with the Secretary of State, please review their [website](#) or call 317-232-6581 to determine if your registration is required. You may verify if your organization's registration is active [here](#). Please note that individuals are not required to register with the SOS.

Auditor of State's Office (AOS)

If you are not already registered as a vendor with the State of Indiana, please fill out the [W9](#) and [Direct Deposit](#) forms and submit to Accounts Payable at accountspayable@doe.in.gov. Direct deposit by electronic funds transfer is required by IC 4-13-2-14.8 unless a waiver is obtained from the AOS.

Indiana Department of Administration (IDOA)

The Indiana Department of Administration has launched the Supplier Contract Management System (SCM) for the processing of state contract and grant agreements. On November 1, 2016, the IDOE began utilizing SCM for contract and grant agreements between the state and vendors. To meet the requirements of SCM and to accomplish this collaboration on your agreement(s), your organization must register to use the SCM system. Instructions for bidder profile registration are located [here](#). The Supplier Portal can be accessed [here](#).

These registrations may take several weeks to complete and are **required** for submission of the grant application. It is the lead applicant's responsibility to ensure registration with all three of the above agencies is completed prior to the grant deadline. **Failure to register with the above will result in dismissal from the review process.**



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Submission

Please submit the Application Narrative, Budget Summary, and Budget Narrative to the [APR Online Grant Application Form](#) no later than **Friday, August 5, 2022 at 11:59 p.m. EDT**. Grant notifications are anticipated to be released **late August, 2022**. Please reach out with questions or concerns to the following:

Dr. Rebecca Estes

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