



Commonwealth Educator Diversity Program

Deadline: September 17, 2021

A diverse and well-trained workforce is crucial for Kentucky's businesses to attract and retain top talent. Studies consistently show that diversity drives innovation and fosters creativity. The Kentucky Council on Postsecondary Education (CPE)'s statewide diversity, equity and inclusion policy reinforces this need by stressing the importance of campus environments that prepare graduates for life and work in an increasingly diverse society.

In an effort to increase diversity of educators across the state, funding is available from the CPE through a partnership with the Education and Workforce Development Cabinet. The Commonwealth Educator Diversity Program (CEDP) grant will fund proposals from public colleges and universities in Kentucky through a competitive award process for the development or expansion of programs with a commitment to increase the number of K-12 teachers in Kentucky from underrepresented groups. The CPE anticipates awarding three to five projects, up to \$100,000, for individual institutions. Funding is for a two-phase (planning and implementation) grant. Funding may also be awarded to a consortium of institutions. The grant period will consist of two phases over the following dates: Planning Phase from November 1, 2021 – April 30, 2022 and Implementation Phase from May 1, 2022 – June 30, 2023.

Basic Requirements:

- An institution may submit no more than one single proposal. An institution may also be part of one consortium's (a group to include an institution and partnering organization(s)) proposal.
- Projects must include at least one partnership with an agency or organization such as a local education agency (LEA) to establish a strong collaboration for recruitment of teacher candidates.
- A minimum of a 50% match of the grant award is required. Institutional funds, private or local funds, and/or in-kind services can be used to constitute the match amount.
- Grant funds must be used for direct student support; indirect costs must be covered by the institution through matching dollars.
- Proposals must include a brief overview of the proposed program and proposed amount of funding requested. Final proposals are due on Friday, September 17, 2021 at 4:30 p.m. ET.

Program proposals for the CEDP grant will be scored on the following elements: program design, partnership agreement, recruitment plan, retention plan, plan to increase first-time passage on the PRAXIS and internal evaluation plan. These sections are described below.

Program Design – Maximum 15 Points

Priority will be given to proposals in which students graduate and complete their teacher licensure programs within two years of their initial participation in the program. Successful proposals will:

- Provide a narrative and timeline of all program activities including the projected number of students served, admissions, marketing and projected test completion by students;
- Explain how the project will increase the number of teachers committed to using instructional strategies that promote diversity, equity and inclusion; and
- Describe how the project will increase the number of teachers from underrepresented groups, and in consideration of critical shortage areas, with attention paid to K-12 teachers in underrepresented areas of Kentucky.

Partnership – Maximum 20 Points

A key goal of the CEDP is to establish collaborative coalitions between institutions of higher education (IHE) and agencies or organizations such as LEAs or school districts. Evidence of the partnership should include letters of commitment or memorandums of understanding, as well as a specific plan for the partnership between the IHE and the identified partner(s). The plan should:

- Detail the teacher education program (e.g. alternative teacher certification, traditional teacher education program).
- Outline the collaborative efforts towards marketing the program to potential students, including employees of the identified partner(s);
- Describe the demographic make-up of the identified partner(s), its needs and how this proposed program can help meet those needs; and
- Include a plan on how the IHE and partner(s) will place teacher education students in the school system at some level. For example, the plan may include that students from this program will student teach in this LEA and/or be highly considered for employment upon graduation.

Recruitment Plan – Maximum 20 Points

All proposals must provide a specific plan for identifying, recruiting and selecting students to participate in the CEDP. This plan must include:

- The type and number of students sought for program participation based on any current demographic areas of concern within the IHE program or campus and consideration taken for shortages in disciplinary content areas within local school district(s) or statewide. Examples include, but are not limited to teacher aides, substitute teachers, college graduates pursuing initial teacher license or veterans; and
- A description of strategies used for the recruitment, including a timeline of marketing and admissions activities, of prospective students to include those with non-education



focused or non-traditional backgrounds/students. This should include evidence of collaboration with the identified partner(s).

Retention Plan – Maximum 20 Points

All proposals must provide a specific plan for retaining students selected into the CEDP. This plan must include:

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

Plan for Successful Test Completion – Maximum 10 Points

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

- The plan must describe in detail how the program will prepare students for the PRAXIS series testing assessment.
- Students will only be eligible for PRAXIS funding on the first attempt per PRAXIS exam. If a student fails the first attempt, subsequent test fees (for the same exam) cannot be covered through CEDP grant funding.
- Institutions that are applying for funding immediately following a CEDP project must disclose their Praxis passage rate during the previous academic year, and if necessary, propose methods of raising that rate and helping students that make multiple attempts to obtain a passing score.

Internal Evaluation Plan – Maximum 15 Points

All proposals are required to provide an evaluation design that indicates the process and tools by which the outcomes and effectiveness of the project will be assessed. Proposals must include a specification of performance benchmarks in the evaluation plan. Proposals must address how the findings of these evaluations will be disseminated (i.e., conference proceedings, journal publications, etc.) and include a sustainability plan after the grant ends.

Criteria for CEDP Proposal Evaluation

- 1) Quality of the Program Design 15 points
 - a) Project is efficient; students will be licensed within two years of admission into the program
 - b) Project will increase the number of teachers equipped with instructional strategies that promote diversity, equity and inclusion in the classroom
 - c) Project will increase the number of teachers from underrepresented groups

- d) Project will increase the pool of eligible, highly-qualified, K-12 teachers in the discipline areas of greatest need
- e) Project will increase the pool of K-12 teachers in underrepresented areas of Kentucky
- 2) Strength of the Partnership 20 points
 - a) Program will meet the needs of the identified partner(s)
 - b) Program has structured collaboration with the identified partner(s) (e.g. observation, practicum, student teaching experiences)
- 3) Quality of Recruitment Plan 20 points
 - a) Services to be provided by the proposed project are appropriate to meet the needs of the intended recipients or beneficiaries
 - b) Project will focus on serving or otherwise addressing the needs of non-traditional students and those students with non-education focused backgrounds
- 4) Quality of Retention Plan 20 points
 - a) Project provides a plan to support the students accepted into the program
 - b) Project provides a detailed plan to retain students in jeopardy of early exit from the program
 - c) Project identifies current teachers and successful teacher education students and includes a plan to incorporate a mentorship opportunity for CEDP participants with teachers and other licensure candidates in an effort to increase retention in the CEDP program
- 5) Quality of the Plan for Successful Test Completion 10 points
 - a) Program will prepare students to successfully complete teacher licensure exams on the first-attempt
 - b) Program has a plan to help students that make multiple attempts to obtain a passing score on the teacher licensure exams (Note: multiple test attempts cannot be funded through the CEDP grant)
- 6) Quality of Internal Evaluation Plan 15 points
 - a) Methods of evaluation are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project
 - b) Methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible
 - c) Methods of evaluation are appropriate to the context within which the project operates
 - d) Plan will conduct follow-up evaluations on the participants and reports the results of such evaluations in final and continued reporting
 - e) Plan will include deliverables on lessons learned and future directions to be shared with fellow grantees and future cohorts.
 - f) Plan to sustain the recruitment, retention and success supports beyond the life of the grant



Submission Guidelines

Proposals will be submitted as PDF via email to CPEP20@ky.gov. Maximum page length for the proposal is five pages, excluding the budget form and narrative and one-page project summary. All applications should contain the following elements on numbered, double-spaced pages with one-inch margins and 12-point font. Any budget template may be used to best meet your needs.

The application must include:

- One Page Abstract/Project Summary
- Program Proposal (limit, five pages total)
 1. Program Design
 2. Partnership with the Identified Partner(s)
 3. Recruitment Plan
 4. Retention Plan
 5. Plan for Successful Test Competition
 6. Internal Evaluation Plan
- Bibliography - All cited references must be included in bibliography
- Budget Form and Narrative

Once each proposal has been received, a notice will be sent to each point of contact. If you do not receive your notice within one week of submitting your proposal, please email CPEP20@ky.gov. It is the sole responsibility of the submitting institution to verify receipt of the proposal.

Proposal Review and Award Process

Projects will be awarded on a competitive basis. Project proposals will be reviewed and evaluated by members of the CEDP review committee upon closure of the RFP. The review committee will convene for final recommendations on September 27, 2021. The proposals will be ranked based on rubric scores and funding priorities. Projects will be awarded until all funds are assigned. The committee will also recommend any required conditions for funding. Grantees will be notified of their selection on October 1, 2021.

All institutions submitting proposals will be notified in writing regarding the status of their proposal after all proposals have been evaluated. The Council reserves the right to accept or reject any and all proposals in whole or in part and to negotiate any or all aspects of a proposal. The Council bears no responsibility for any costs incurred while preparing any proposal.

The RFP can be viewed at <http://www.cpe.ky.gov/news/rfp>.



Other Important Information

Eligibility and Restrictions

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

Funding must be used for student support rather than personnel or administrative costs. Absent a very strong argument, all state-awarded funds should be utilized for student tuition, licensure fees, and some instructional materials. All costs incurred in preparation of a proposal shall be borne by the applicant. Proposal preparation costs are not recoverable from grant funds.

The CPE reserves the right to fund a proposal in full or in part, to request additional information to assist in the review process, to reject any of the proposals responding to the RFP, and to reissue the RFP and accept new proposals if the CEDP review committee determines that doing so is in the best interest of the Commonwealth.

The CPE further reserves the right to withhold funding if at any point the program does not adhere to the requirements of the state-funded program, applicable laws and regulations, and stated results and outcomes or the goals and objectives declared in this RFP. CPE staff reserves the right to attend any training or project activity to ensure the fidelity of the program and to directly contact workshop participants regarding their experiences for its own internal evaluation of the project.

State Use of Work Products

The Commonwealth of Kentucky and its agencies shall have royalty-free and unlimited rights or license to use, disclose, reproduce, publish, distribute, modify, maintain or create derivative works from, for any purpose whatsoever, all work products created, designed, developed, derived, documented, installed or delivered under this grant subject to the relevant terms that will be included in the grant contract. Furthermore, all grant projects are subject to inclusion in the state's Electronic Learning Center.

Title VI Compliance

The CPE operates all programs and activities free from discrimination on the basis of sex, color, race, religion, national origin, age, marital status, pregnancy or disability. For information on alternative formats available for this and other department publications, please email CPEP20@ky.gov.



Commonwealth Educator Diversity Program Grant Timeline

August 2, 2021: Announcement of request for proposals to Chancellors, Presidents, Deans and Colleges of Education

September 17, 2021 4:30 p.m. ET: Proposal Submission deadline

September 22, 2021: Proposals circulated to Grant Review Committee

September 27, 2021: Grant Review Committee meets to evaluate proposals

October 1, 2021: Grant applicants are notified of their selection

November 1, 2021 – April 30, 2022: Planning Phase

May 1, 2022 – June 30, 2023: Implementation Phase



APPENDIX A: SCORING RUBRIC

Commonwealth Educator Diversity Program, 2021-2022 Scoring Rubric

Institution	
Project Title	
Point of Contact	

Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
<p>Quality of the Program Design</p> <ul style="list-style-type: none"> • Extent to which the project is efficient (students will graduate within two years of admission into the program) • Extent to which the project will increase the number of teachers committed to using instructional strategies that promote diversity, equity and inclusion • Extent to which the project will increase the number of teachers from underrepresented groups and in consideration of critical shortage areas • Extent to which the project will increase the pool of K-12 teachers in underrepresented areas of Kentucky <p>Scoring Range 1 – Proposal states objectives but does not connect with the RFP 7 – Proposal states objectives and connects with priorities but lacks detail 15 – Proposal provides detailed and clear connections between project objectives and the priorities of the RFP</p>	15		
Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
Strength of Partnership with Agencies or Organizations	20		

<ul style="list-style-type: none"> • Extent to which the program will meet the needs of agencies or organizations, such as the LEA • Extent to which the program has structured collaboration with identified partner(s) (observation, practicum, student teaching experiences) <p>Scoring Range 1 – Partnerships are not stated or clearly identified, or lack the required members 10 – Partnerships are identified but lacks justification for given partnership(s) and explanation for partnership 20 – Partnerships clearly defined and describe structured collaboration; partner(s) certifies it will play an active role in involving students. Official agreement and/or MOU is included with partner(s)</p>			
Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
<p>Quality of Recruitment Plan</p> <ul style="list-style-type: none"> • Extent to which the services to be provided by the proposed project are appropriate to meet the needs of the intended recipients or beneficiaries • Extent to which the proposed project will focus on strategies used for recruitment of prospective students, including meeting the needs of non-traditional students and those students with non-education focused backgrounds <p>Scoring Range 1 – Recruitment plan is included but gives no details 10 – Recruitment plan is included but lacks detail 20 – Recruitment plan is included and provides details as to how the program will recruit students</p>	20		

Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
<p style="text-align: center;">Quality of Retention Plan</p> <ul style="list-style-type: none"> • Extent to which the project provides a plan to support the students once accepted into the program • Extent to which the project provides a detailed plan to retain students in jeopardy of early exit from the program • Extent to which the project identifies current teachers and successful teacher education students and includes a plan to incorporate a mentorship opportunity for grant participants with teachers and other licensure candidates in an effort to increase retention in the program <p>Scoring Range 1 – Retention plan is included but gives no details 5 – Retention plan is included but lacks details 10 – Retention plan is included and provides details as to how the program will retain students</p>	20		
Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
<p style="text-align: center;">Quality of the Plan for Successful Test Completion</p> <ul style="list-style-type: none"> • Extent to which the program will prepare students to successfully complete teacher licensure exams on the first attempt • Extent to which the program has a plan to help students that make multiple attempts to obtain a passing score on the teacher licensure exams (Note: multiple 	10		

<p>test attempts cannot be funded through grant funds)</p> <p>Scoring Range 1 – Plan is included but omits details to justify test completion 10 – Plan is included but lacks details 20 – Plan is included and links program objectives with test completion</p>			
Evaluation Criteria	Maximum Points	Reviewer Score	Comments/ Recommendations
<p>Quality of the Project Evaluation</p> <ul style="list-style-type: none"> • Extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project • 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 • Extent to which the methods of evaluation are appropriate to the context within which the project operates • Extent to which the plan will conduct follow-up evaluations on the participants and reports the results of such evaluations in final and continued reporting • Includes plan for the creation of deliverables to transmit lessons learned and future directions to be shared with the present and future cohorts <p>Scoring Range 1 – Evaluation plan has been partially described and is missing the evaluation method that the program will use</p>	<p>15</p>		

<p>7 – Evaluation plan has been described but lacks detail</p> <p>15 – Evaluation plan is included, fully described, and directly tied into program objectives</p>			
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