



REQUEST FOR PROPOSALS

KENTUCKY'S IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM YEAR 15 (FY17)

**Authorized by the
Elementary and Secondary Education Act (ESEA)
Title II, Part A – Teacher & Principal Training & Recruitment Fund**

CLOSING DATE

October 31, 2016

**Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601**

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PREFACE

Senate Bill 1 (2009 Regular Session) was signed by the Governor on March 26, 2009. The bill called upon the Kentucky Department of Education, in collaboration with the Kentucky Council on Postsecondary Education, to plan and implement a comprehensive process for revising academic content standards and increase the college and career readiness of high school graduates. Working collaboratively, the agencies developed a process to revise standards in all content areas and created a unified strategy to reduce college remediation rates and increase graduation rates of postsecondary students with developmental education needs. Senate Bill 1 also revises the assessment and accountability system for K-12 education in Kentucky and called for a revision of standards to be based on national and international benchmarks in order to increase the rigor and focus the content of K-12 education.

Kentucky's participation in the common core standards initiative for English/language arts and mathematics ensured that the tenets of Senate Bill 1 (codified as KRS 158:6451) are met. The Common Core State Standards Initiative was a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The Kentucky Department of Education, the Education Professional Standards Board, and the Council on Postsecondary Education jointly adopted these standards on February 10, 2010. The standards are aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, are internationally-benchmarked so that all students are prepared to succeed in the global economy and society, and are evidence and/or research-based.

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Educators have long seen critical thinking as a desirable educational outcome. Though many definitions of "critical thinking skills" exist, most have in common the active, intellectual processes of conceptualizing, evaluating, reasoning and problem solving (c.f., Angelo, 1995; Scriven, 1996; Wade, 1995; Bailin et al., 1999b; Ennis, 1985; Facione, 1990; Kennedy et al., 1991; Sternberg, 1986; Willingham, 2007). More recently, 21st Century Skills has identified critical thinking as one of several skills necessary to prepare students for post-secondary education and the workforce. One major goal of the Common Core State Standards is to promote the teaching of critical thinking skills from a young age and to continue that training throughout students' school careers. Furthermore, the Kentucky Common Core Academic Standards reflect critical thinking skills. Critical thinking offers real promise for improving the achievement of all students in the core subject areas. According to Rebecca Wolfe, director of the nonprofit Jobs For the Future's Students at the Center project, student-centered learning shares the Common Core's underlying goal: helping students develop their critical thinking skills while better preparing them for the real-world challenges of college and career.

There is large-scale agreement that students' critical thinking skills are important and should be improved, and important work has been to toward defining what those skills are with respect to Common Core State Standards. However, the question about how best to teach these skills

remains. There are arguments about whether critical thinking skills should be taught explicitly, in a hybrid model or implicitly. Abrami et al. (2008) examined 177 studies on the effects of instructional interventions on students' critical thinking skills. They found the best results were achieved with the mixed approach, where explicit critical thinking instruction was integrated with explicit content instruction. This finding strongly suggests that teachers should use some time to explicitly teach critical thinking skills, but that they should do so within the context of explicit instruction in regular academic, discipline-specific, content. Also supporting this approach, are many researchers who have stated that critical thinking skills and abilities are unlikely to develop in the absence of explicit instruction (Abrami et al., 2008; Case, 2005; Facione, 1990; Halpern, 1998; Paul, 1992). For example, Lipman (1988) and Silva (2008) argue that critical thinking skills must be taught hand-in-hand with content instruction.

Solon (2001) states that it is imperative to use a cross-curricular approach to foster critical thinking among students at all levels. Transfer of learning refers to the extent to which a student can apply what is learned in instruction to a new situation, usually to a real-world context (Clark & Voogel, 1985). Transfer of learning for critical thinking, then, means that students who have been trained in skills, standards, and dispositions of critical thinking in one domain should be better thinkers in a variety of academic subjects and in real-world contexts and able to make well-reasoned personal decisions. For educators, understanding both the nature of learning to think critically and methods of instruction through which this can be done are essential. There is evidence, to show that if we want students to think critically, we must explicitly teach them to how to do so. Assisting students in maximizing their opportunities to learn in all situations and to make their academic lessons relevant to their everyday activities is essential for meeting many of the main goals of our educational system: an educated citizenry, a competent workforce, academic excellence, and lifelong learning.

Proposals should include a plan for collaborating with each school during the year to ensure ongoing support for project participants. Therefore, communicating with participants is essential. Also important is working with the participants to ensure that the content presented is consistent with and supportive of the standards.

Career and Technical Education (CTE) is a focal point of education that expands educational opportunities and creates the workforce needed to promote Kentucky's economy. As part of that effort the IEQ grants will seek:

- a. to promote professional development opportunities for career and technical education and general education teachers who wish to align to and/or partner with career and technical education goals/pathways

and/or

- b. to align CTE curriculum to dual credit and meaningful workplace credentials. IEQ projects should seek to align CTE professional development in curriculum with general education, including mathematics, science, and language arts, and CTE dual credit pathways that align to regional workforce needs.

To that end, the Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.

TIMELINE FOR YEAR 15 IEQ PROGRAMS

September 22, 2016	General Information Call at 10:00 am EST
October 4, 2016	Intent to Submit Proposal Due
October 6, 2016	Technical Call at 10:30am EST
October 31, 2016	Proposals Due (Must be received at the Council on Postsecondary Education by 4:30 p.m., ET)
Nov. 1-9, 2016	Evaluation of Proposals
November 18, 2016	CPE Considers Recommended Proposals for Funding
November 21, 2016	Notice of Contract Mailed and Emailed
Nov. 21-Dec. 31, 2016	Official Award Contract Processed by CPE
January 1, 2017	Start Date for Project Implementation
April 3, 2017	Required IEQ Directors Meeting; Marriott Louisville East
April 30, 2017	Quarterly Reimbursement Requests for Period 1/1-3/31 Due
May 3, 2017	Summer and Follow-up Training Dates and Locations Due
June 2017-May 2018	CPE Site Visits to summer and follow-up Trainings
July 31, 2017	Quarterly Reimbursement Requests for Period 4/1-6/30 Due
October 31, 2017	Quarterly Reimbursement Requests for Period 7/1-9/30 Due
January 31, 2018	Quarterly Reimbursement Requests for Period 10/1-12/31 Due
March 31, 2018	Audit Report for FY16-17 Due
April 30, 2018	Quarterly Reimbursement Requests for Period 1/1-3/31 Due
May 1, 2018	Last Date to Request a No-cost Extension
June 30, 2018	Project Year Ends
August 31, 2018	Final Reimbursement Requests for Period 4/1-6/30 Due

March 31, 2019

Audit Report for FY17-18 Due

I. INTRODUCTION

On January 8, 2002, President Bush signed into law the revised Elementary and Secondary Education Act (ESEA), arguably the most significant change in federal education law in 30 years. Also called the “No Child Left Behind Act,” the law ties federal funding to incremental improvements in student achievement, as measured by statewide standardized assessments, and it places more pressure on states to close achievement gaps among students of different racial, ethnic, and economic backgrounds. Then on December 10, 2015, President Obama signed into law the Every Student Succeeds ACT (ESSA) to continue to support and improve upon state educational efforts.

The Teacher and Principal Training and Recruiting Fund authorize allocations for the Improving Teacher Quality State Grant Program (CFDA #84.367B), which Kentucky calls the Improving Educator Quality Program. The program gives Kentucky the flexibility to fund high-quality teacher and principal training, grounded in scientifically based research, in all core academic subjects. In return, the state and the grant recipient will be held to stricter accountability measures to ensure improvement in the quality of educators and the performance of students.

The Council receives federal funding from the U. S. Department of Education, which will be allocated through a competitive grant process for projects operating from January 1, 2017, through June 30, 2018.

II. PROGRAM PHILOSOPHY

The Improving Educator Quality Program aims at increasing the academic achievement of all students by helping schools and districts ensure their teachers and administrators are highly qualified. Through IEQ, the Council hopes to foster the advancement of rigorous professional development through continuous cooperation and collaboration that improves student and school performance among K-12 educators and postsecondary faculty. In addition, projects will be expected to close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with the common core standards and/or Career and Technical Education and related assessments in professional development that assists teachers in providing students with application of knowledge through higher-order skills that will prepare students to succeed in a global economy and society.

When developing proposals for the IEQ Program, the Council urges applicants to review the following documents:

- Common Core State Standards Initiative (<http://www.corestandards.org>)
- KDE Characteristics of Highly Effective Teaching and Learning ([http://education.ky.gov/curriculum/docs/pages/characteristics-of-highly-effective-teaching-and-learning-\(chetl\).aspx](http://education.ky.gov/curriculum/docs/pages/characteristics-of-highly-effective-teaching-and-learning-(chetl).aspx))
- The Council’s strategic plan, Stronger by Degrees (<http://cpe.ky.gov/planning/>)

- Kentucky Department of Education Career and Technical Education
(<http://education.ky.gov/CTE/Pages/default.aspx>)

III. GRANT AWARDS

Grants will be awarded in accordance with the rules and regulations governing NCLB, Title II, Part A. You can learn more about NCLB on the U.S. Department of Education's website: www.ed.gov/nclb/landing.jhtml. The most recent non-regulatory guidance issued for Title II, Part A (October 5, 2006) can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf.

All funds shall be used for embedded professional development activities that provide sustained, intensive training—informed by scientifically based research—for individuals or teams of teachers, principals, and other school or district leaders that have documented effects on improvements in student and school performance in meeting college readiness standards for graduates.

A. Eligible Applicants

Only partnerships are eligible to apply for professional development funds through this program. Federal guidelines mandate that, at a minimum, the partnership consist of:

- A public or independent institution of postsecondary education and the division that prepares teachers and principals (community and technical colleges must partner with a university's school of education);
- A postsecondary institution's school of arts and sciences or appropriate academic colleges; and
- A high-need local educational agency (district), defined as an LEA where at least 20% or 10,000 children served are from families below the poverty line, and for which there is a high percentage of teachers teaching outside their content area or with emergency, provisional, or temporary certification or licensing. Please see the attached list of eligible school districts for Year 15.

Only one institution of higher education can serve as the fiscal agent for the grant, but the Council encourages partnerships that include two or more postsecondary institutions and multiple schools and school districts. Partnerships also may include schools and districts that do not qualify as "high need" according to the census definition, public charter schools, private schools, an educational service agency, a nonprofit educational organization, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. The Council will give preference to partnerships that include education cooperatives, and middle and high schools participating in GEAR UP Kentucky, where feasible.

B. Use of Funds

Eligible partnerships shall use funds to support professional development activities that:

Career and Technical Education (CTE) is a focal point of education that expands educational opportunities and creates the workforce needed to promote Kentucky's economy. As part of that effort the IEQ grants will seek:

- to promote professional development opportunities for career and technical education and general education teachers who wish to align to and/or partner with career and technical education goals/pathways

and/or

- to align CTE curriculum to dual credit and meaningful workplace credentials. IEQ projects should seek to align CTE professional development in curriculum with general education, including mathematics, science, and language arts, and CTE dual credit pathways that align to regional workforce needs.

To that end, the Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.

- Develop and provide assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals to ensure the individuals are able to use challenging state academic content and student achievement standards, as well as state assessments, to improve instructional practices and outcomes. Professional development may include intensive programs that prepare such individuals to return to a school to provide professional development training to others.

Federal law requires that:

- Funds received under Title II, Part A **must supplement and cannot supplant** state and local funds that, in the absence of the program, would be used to support authorized activities.
- Any partnership receiving grants from IEQ (under ESEA Title II, Part A) and the Partnership Program for Improving Teacher Preparation (under the *Higher Education Act*, Section 203) shall coordinate activities conducted with these funds.

- No single participant in an eligible partnership, (i.e., no single high-need LEA, no single institution of higher education and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the award [Section 2132(c)]. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

Example: Correct Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences or appropriate academic colleges partner with the Lincoln high-need school district to provide professional development for its teachers. As fiscal agent, Jefferson University’s grants office receives **100 percent** of the *Title II, Part A* funds for the partnership. The grants office gives:

- the College of Education **25 percent** of the funds to pay its faculty to deliver professional development focused on instructional methodologies;
- the College of Arts and Sciences or appropriate academic colleges **25 percent** of the funds to pay its faculty to deliver professional development focused on content knowledge;
- the Lincoln School District **50 percent** of the funds to pay stipends for its teachers to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example, no single partner uses more than 50 percent of the funds for its own benefit.

C. Project Requirements

The Council on Postsecondary Education expects proposals to conform to the following requirements:

- Professional development programs must be of **sufficient intensity and duration** for teachers to make gains. While summer workshops may be included as a component of a comprehensive program, the focus of the professional development should be on **work-embedded activities** that are **sustained** and **intensive**.
- Projects must facilitate **professional networking** among postsecondary and P-12 educators. A **mentoring component** (e.g., college faculty or master teachers paired with classroom teachers) is strongly encouraged.
- Proposals must include evidence that the proposed activities address the specific **needs identified in the comprehensive or consolidated action plans** of one or more local districts/schools to be served and are aligned with the overarching goals of the KDE, the CPE, and the EPSB.

- Colleges and universities must identify similar professional development offerings currently available and **collaborate with existing initiatives** when possible.
- Evidence must be provided that **all entities of the partnership were represented in the project planning and development**. Participation by at least one principal, teacher, and school and district leader to be served is required in the planning process to ensure the nature and content of all activities will meet the needs of the target audience.
- Projects must identify **the matching dollars and in-kind support** that will be contributed by members of the partnership and describe how these other funding sources will augment requested IEQ funds.
- Activities must **conform to state and national standards** for core academic subjects addressed.
- **Activities proposed must be informed by scientifically based research.** The following is a synopsis of the definition of “scientifically based research,” as stated in Title IX of the Act:
 - 1) Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
 - 2) Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-reviewed journal.

IV. FUNDING PRIORITIES

The Council seeks to fund new partnerships up to \$130,000 each. The Council seeks projects that stimulate major, systemic, sustainable changes in the delivery of professional development and extend the scope and reach of professional development activities beyond the boundaries of traditional service areas. Priorities will be given to institutions, which include multiple CTE disciplines that reach a wide array of school districts and teachers.

Career and Technical Education (CTE) is a focal point of education that expands educational opportunities and creates the workforce needed to promote Kentucky’s economy. As part of that effort the IEQ grants will seek:

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and/or

- b. to align CTE curriculum to dual credit and meaningful workplace credentials. IEQ projects should seek to align CTE professional development in curriculum with general education, including mathematics, science, and language arts, and CTE dual credit pathways that align to regional workforce needs.

To that end, the Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.

The project-funding period will be January 1, 2017 through June 30, 2018.

A. Priorities for Partnerships

Priority will be given to projects that:

- Include **two or more** postsecondary institutions in the partnership.
- Serve participants from numerous **high-need schools** (high poverty and low performing—i.e., schools at assistance levels 1, 2, and 3, or schools exhibiting larger performance gaps among subpopulations of students) and middle and high schools participating in GEAR UP Kentucky.
- Serve schools where a high percentage of teachers do not meet the NCLB definition of “highly qualified.”
- Address the lowest performance subject areas in the geographic area(s) served (e.g., physical science and mathematics are typically the lowest performing sub-domains for most regions of the state).
- Include detailed plans for **replicating model professional programs** in service areas across the state, **sharing best practices** with other professional development programs, and **recruiting and/or serving minority populations and other historically underserved groups**, including individuals with limited English proficiency, the disabled, migrants, the economically disadvantaged, and the gifted and talented.

Furthermore, Title II, Part A, Subpart III, Sec. 2132 requires the Council to ensure that grants to partnerships are **equitably distributed by geographic area** within a state.

B. Priority Subjects

To that end, the Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students

through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.

Proposals should include a plan for collaborating with each school during the year to ensure ongoing support for project participants. Therefore, communicating with participants is essential. Also important is working with the participants to ensure that the content presented is consistent with and supportive of closing the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through critical thinking embedded into the Common Core Standards and/or Career and Technical Education.

Professional development activities may be focused on any core academic subject; however, preference will be given to projects that address the following critical needs in high school:

Mathematics

- High school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare students for careers in engineering, the physical sciences, technology, and mathematics-related fields.
- High school teachers effectively delivering or developing mathematics instruction that will prepare students for success in college and the skilled workplace.

Reading and Language Arts

- High school teachers in all subjects developing and implementing instructional practices, informed by scientifically based research, for teaching reading for comprehension.
- High school teachers in all subjects enhancing skills in recognizing reading difficulties and making appropriate content-based interventions or referrals for assistance in reading instruction.

Career and Technical Education

- High school teachers developing and implementing instructional practices, informed by scientifically based research, for teaching CTE and curriculum aligned to dual credit CTE courses and general education curriculum needed within the CTE pathway.
- High school teachers enhancing skills in recognizing instructional needs and making appropriate content-based interventions or referrals for assistance in CTE instruction needed in the teaching of CTE and curriculum aligned to dual credit CTE and general education curriculum needed within CTE pathways aligned to regional workforce needs.

C. Preferred Techniques

The Council on Postsecondary Education encourages proposals that utilize the following techniques:

- Experiential instruction (e.g., activity-based learning) and participant construction of standards-based units or lesson-plans.
- A shift from breadth of coverage to depth of coverage.
- The use of technology for networking and outreach (e.g., use of a listserv, the Internet, the Kentucky Virtual Campus, the Kentucky Virtual Library, the Kentucky Virtual High School, or video conferencing).
- Techniques proven effective in other professional development activities that are informed by scientifically based research.
- Delivery models that make professional development easily accessible to working professionals in the school and embed professional development in on-site school improvement activities.

V. EVALUATION REQUIREMENTS

A strong evaluation plan with components to measure the actual use and impact of new content knowledge, strategies, materials, and pedagogical techniques must be included. The evaluation plan shall measure the effectiveness of the professional development program with data that show:

- The participants' level of mastery of the content presented in professional development activities (as measured by pre- and post-assessments).
- The effect of professional development activities on classroom instruction (validated by classroom observation of participants by project directors or peers, student work samples, etc.).
- The effect of the training on student achievement (measured by K-PREP, KYOTE, NAEP, ACT, KOSSA, POS, or other relevant assessments).
- No more than a total of 5% of total awarded funds may be used for internal/external evaluations.

The evaluation plan should include program objectives tied to outcome measures that gauge the effect of all activities on student achievement and behavior. It should also specify: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; (7) how information will be used by the project to monitor

success and provide accountability information to stakeholders about the success of the project; and (8) how the evaluation results will assist in sustaining the program at the conclusion of the grant.

The Council encourages partnerships to use a portion of their award to hire an external evaluator. For your reference, the current Final Program Report Format is included as Appendix II.B. Program directors will be expected to implement any federal guidelines established, as necessary.

VI. PREPARATION OF PROPOSALS

Applicants must submit a complete proposal that adheres to the following format:

- A. Cover Page (Appendix I.A)**
- B. Abstract (Appendix I.B)**
- C. Cooperative Planning Efforts (Appendix I.C)**
- D. Partnership Agreements (Appendix I.D)**
- E. Statement of Assurances (Appendix I.E)**
- F. Budget Form (Appendix I.F)**
- G. Project Narrative (not to exceed 20 double-spaced pages with one inch margins using a standard 12-point font) (description of Closing the Achievement Gap of Underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a Focus on Critical Thinking Skills Across Content Areas in Conjunction with the Common Core Standards and/or Career and Technical Education should be woven throughout the narrative)**
 - 1. Analysis of Need and Collaborative Planning**
 - Document the need for the project. Use student performance and teacher quality data from the schools served to highlight student achievement gaps, teacher preparation gaps, and other needs.
 - Explain how the project will meet the professional development needs identified through statewide and school consolidated planning.
 - Describe how members of the partnership were involved in project development and planning to ensure local needs were addressed.
 - 2. Project Objectives**
 - List the primary objectives you hope to accomplish (please limit to no more than 5 objectives). The objectives should be specific, achievable, and measurable.

- Discuss how the project objectives relate to *that end, the Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.*

3. Description of Activities

- **Discuss how the activities proposed will enable the project to achieve its objectives. (Each activity should be tied to a project objective.)**
- For each planned activity, provide information on the duration (number of hours), sequence (timing/order), and source of instruction (staff person responsible). Include summer, after-school, and in-school activities. If the activities involve a college course or teacher workshop, include a description of the course of study, syllabus, textbooks or reference materials, and instructors. Estimate the number of teachers/administrators and schools/school districts that will be served.
- Elaborate on the activity's proven ability to improve teaching and learning as evidenced by scientific research. Proposed activities should be of **sufficient intensity** and provide **ongoing, work-embedded** contexts for teachers and administrators to integrate new knowledge and practices into the classroom or school. Mentoring relationships and "train-the-trainer" models are encouraged.

4. Capacity, Resources, Sustainability

- Describe previous professional development projects undertaken by one or more members of the partnership that demonstrate an ability to implement the proposal successfully. Include specific performance data and outcomes where available.
- Discuss how the project will harness existing resources and coordinate with other initiatives to improve student learning and achievement levels.
- Describe additional resources (facilities, technology, equipment, personnel) available to the project.
- Explain how the project activities and outcomes will be shared with other teachers and administrators throughout the state and sustained after the project concludes.

5. Evaluation Plan

- Describe how you will evaluate the project's success in meeting its stated objectives. **Performance indicators or targets must relate to**

a specific project objective and must be achievable, measurable, specific, and used for continuous improvement.

- Explain how the project will measure gains in participants' content knowledge and instructional or leadership practices, as evidenced by assessment and observation.
- Discuss how the project will demonstrate a positive effect on student performance through objective measures like standardized assessments, portfolios, or teacher-made tests. Indicators may address changes in attitudes/dispositions or skills/behaviors, although these are of secondary importance to cognitive gains.
- Preference will be given to projects that hire an **external evaluator with expertise in this area**.

6. Budget Narrative

- Provide a detailed narrative description of each line item on the budget form, including a description of the time involvement, roles, and responsibilities of the project director and staff, which mathematically supports the figures listed.
- Justify expenses for all project personnel and participants and ensure all costs are adequately explained, reasonable, and within guidelines.
- Specify sources of cost sharing and match (university in-kind support, local education agency support, and/or other agency support) and explain how they will enhance the project.
- For additional information, refer to Section VII: Budget Guidelines.

7. Serving Diverse Populations and Learners

- Describe the professional development strategies that will be used to increase success in serving groups of students for which a performance gap exists and supporting, encouraging, and interacting with all students.
- Identify strategies for recruiting teachers and administrators from under-served and under-represented groups. Describe recruitment methods and, if appropriate, list targeted schools and local school districts.
- If the project does not focus on under-represented or under-served groups, explain why the focus is not needed.

H. Staff Vitae (Attachment 1)

Provide vitae (no longer than 1 page each) for the following individuals:

- Institutional CTE coordinator/program director
- Project staff members
- Graduate students
- Teachers or principals who play a major role in the project
- Project evaluator

I. Currently Funded Projects and Pending Proposals (Attachment 2)

Provide a list of currently funded projects and pending proposals involving the project director and associated staff members, including title of project, project period, percent of individual's annual time or support, total award, and funding agency. If there are no funded proposals, enter "none" under this heading.

J. References Cited (Attachment 3)

Provide full references for any materials cited in the narrative.

The project narrative (items G1-G7) must not exceed 20 **double-spaced pages with one-inch margins using a standard 12-point font**; this does not include the materials described in items A-F and H-J (application forms and attachments). All major subject headings must be underlined and/or highlighted. All pages must be numbered.

The review panel appreciates clear, concise, thorough, and carefully written proposals that do not exceed length guidelines. Proposals should follow conventional standards for English usage and citations crediting the ideas and words of others. Proposals not following these guidelines may not be reviewed.

VII. BUDGET GUIDELINES

The Council on Postsecondary Education recognizes the need for wise and efficient stewardship of the IEQ grant funds. Proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when possible. Proposed expenditures must be in compliance with all applicable federal regulations including EDGAR and Uniform Guidance CFR 200.

A. Award Amounts

Requested IEQ grant funds, typically will not exceed \$130,000 **Each public institution will be awarded a maximum of one award.**

B. Course Work for Credit

Projects involving course work for credit must follow one of two budget options:

1. The grant may pay the direct costs of the project.
2. The grant may pay for regular tuition plus additional costs that are not covered in conventional college courses. Any additional costs must be fully explained to ensure that no duplication of payment occurs. The grant cannot support both the cost of tuition for participants and salaries for instructors.

C. Budget Preparation Guidelines

The following guidelines are to be used in budget preparation (**please show all calculations in the budget narrative**):

- **Salaries and Benefits**
Summer or release-time for faculty salaries and fringe benefits; wages for secretarial assistance, graduate and undergraduate students, and/or peer teachers. The grant may not pay the tuition of graduate or undergraduate students involved in the project.
- **Clerical/Administrative Assistance**
If charged in addition to tuition, must be justified as nontraditional course cost.
- **Contractual and Consultant Fees**
Fees must not exceed institutional salary levels. Maximum of \$450 per day plus expenses for those employed as instructors.
- **Materials and Supplies**
Must be for items not normally associated with a credit course that are justifiable.
- **Travel for Staff and Participants**
Reasonable expenses for project staff and participants related to in-state meetings integral to project success; travel for project staff to conduct on-site evaluations and follow-up; room and board charges for those participants requiring residential service; and out-of-state travel must be pre-approved by the Council on Postsecondary Education IEQ Program Director.
- **Teacher Stipends**
A maximum rate of \$100 a day is permitted.
- **Tuition and Fees (option 2)**
Regular tuition for in-state participants; the grant cannot absorb both tuition and instructor salaries.
- **Food and Beverages**
Federal funds cannot be used for the purchase of any food or beverages.
- **Miscellaneous Services**
Printing charges, duplication, long-distance telephone charges, etc. directly associated with project activities; these charges must be justified.

- **Equipment**

A maximum of **\$500 for a single item** is allowed. Equipment must be for use by participants, not the institution. Rental is encouraged.

- **Indirect Costs**

Indirect costs are allowable with approval from CPE.

VIII. FISCAL PROCEDURES

All federal funds for IEQ state grants must be assigned to a specific account. The recipient institution shall invoice the Council quarterly on a cost-reimbursement basis, using the format provided by the Council (IEQ-01 reimbursement form, posted on www.cpe.ky.gov). The final grant payment will not be made until the Council has received the final project report. Expenditures in excess of the approved award amount will be the responsibility of the recipient institution.

IX. PROPOSAL REVIEW

All proposals will be reviewed and rated by individuals selected by the Council's IEQ program director according to the following criteria:

Evaluation of Proposals (140 points possible)

Analysis of Need and Collaborative Planning (10 points)

Close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit. (20 points)

Project Objectives (20 points)

Description of Activities (25 points)

Capacity, Resources, Sustainability (15 points)

Evaluation Plan (15 points)

Budget (15 points)

Serving Diverse Populations and Learners (10 points)

Overall Impression (10 points)

In the "overall impression" category, reviewers consider the extent to which the proposal is clearly written, well-organized and complete; presents an effective,

comprehensive plan for professional development of sufficient duration, intensity, and quality to have a lasting and positive effect; shows significant potential to improve teaching, leadership, and learning; and is important and worthy of being funded.

X. PROPOSAL SUBMISSION AND DEADLINES

Questions regarding the CPE's Improving Educator Quality Program should be addressed to Dr. April Wood at:

Phone: (502) 573-1555, ext. 264
FAX: (502) 573-1535
E-mail: april.wood@ky.gov

A technical call will be held on October 6, 2016, and discussions from the call will be posted on the Council's website, along with all responses.

Applicants must submit six (6) complete, typed copies of the proposal stapled in the upper left-hand corner, and **one electronic copy must be submitted by email** to april.wood@ky.gov. Proposals should not exceed 20 typed, double-spaced pages, excluding appendices and attachments. Proposals must be received by 4:30 p.m., ET on October 31, 2016. Proposals received after that time will *not* be accepted. Faxed proposals will *not* be accepted.

Submit proposals to:

Dr. April Wood, Director
Improving Educator Quality Program
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

XI. AWARD NOTIFICATION

The Council on Postsecondary Education is expected to consider recommended proposals for approval at its November 2016 meeting. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions and notice of intent to contract.

APPENDIX I: APPLICATION MATERIALS

A. PROPOSAL COVER PAGE
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
IMPROVING EDUCATOR QUALITY PROGRAM YEAR 15

1. Lead Institution & Project Director

College/University: _____
Street/Bldg/PO Box: _____
City: _____ State: _____ Zip Code: _____
Project Director(s): _____
E-mail: _____ Phone: _____ Fax: _____

2. Project

Title: _____
Disciplines Involved: _____
Est. Number of Participants: _____ Grade Levels: _____
Contact Hours: _____ Credit Hours: _____ Graduate: _____ Undergraduate: _____
Main Activities: _____

3. Budget

Requested IEQ Funds: \$ _____ In-Kind Funds: \$ _____

4. Lead Contacts for Partnership Organizations (at a minimum, a representative of a school of education, a school of arts and sciences, and a high-need LEA)

Name: _____	Institution: _____
Signature: _____	Date: _____

Name: _____	Institution: _____
Signature: _____	Date: _____

Name: _____	Institution: _____
Signature: _____	Date: _____

Name: _____	Institution: _____
Signature: _____	Date: _____

5. Certification & Endorsement of Fiscal Agent

Project Director: _____	Title: _____
Signature: _____	Date: _____
Institutional Representative: _____	Title: _____
Signature: _____	Date: _____

B. ABSTRACT

Provide a concise summary of your proposal in the space provided on this page.

C. COOPERATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institutions, schools of education, divisions of arts and sciences, local school districts, and other participating organizations and agencies. Include dates of meetings, names of participants and schools, and/or departments of participants.

D. PARTNERSHIP AGREEMENT

A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution or fiscal agent, a school of education, a school of arts and sciences, and a high need local education agency).

_____, upon funding approval by the Council on
(Name of organization)

Postsecondary Education, agrees to participate in the planning, development, and implementation of sustained, high-quality professional development activities for the faculty and/or administration of the following schools and school districts:

The organization agrees to make the following contributions or play the following roles in the project:

The organization assures that this proposal addresses the following professional development needs identified in the school district action plan:

The organization further assures that this proposal was developed with input from the following local school district faculty and staff:

Lead contact: _____ Title: _____
Signature: _____ Date: _____

E. STATEMENT OF ASSURANCES

I, _____, chief executive officer/financial officer of
(name of individual)
_____ hereby provide assurances to the Council on Postsecondary
(name of institution)

Education that should this institution receive a grant under the terms of the Improving Educator

Quality Program, it will:

1. Upon request, provide the Council on Postsecondary Education access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Title II, Part A of No Child Left Behind Act
3. Use grant funds to supplement and not supplant funds from nonfederal sources.
4. Retain all fiscal records for a minimum period of three years after the Council has filed the final report for the corresponding federal award.
5. Comply with the federal and state requirements to audit federally funded programs in accordance with the Uniform Guidance CFR 200, and supply the CPE with a copy of the audit report within the timeframe specified in the MOA for each fiscal year in which the grant operates.
6. Make every effort to serve historically underrepresented and underserved groups.
7. Ensure to the extent feasible the equitable participation of nonpublic and parochial schools in all programming supported by project funds.
8. Target for program recruitment educators from schools with the greatest need for assistance.
9. Ensure the project addresses the specific professional development needs and priorities of the state, school(s) and LEA(s) as identified in local action plans.
10. Ensure the project is consistent with national and state standards and indicators (including CPE, KDE, and EPSB), as well as current "scientifically based research."
11. Participate in a statewide Improving Educator Quality Conference, if held.
12. The institution further assures that all program and evaluation reports required by the U.S. Department of Education and/or the Council on Postsecondary Education will be submitted in accordance with stated guidelines and deadlines.

Signature: _____ Title: _____ Date: _____

F. BUDGET FORM (see spreadsheet attachment)

**G. INTENT TO SUBMIT PROPOSAL
IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM-YR 15**

Project Director: _____

Lead Institution: _____

Address: _____

Project Title: _____

Participants to be Served: _____

Grade Level of Educators: _____

Academic Subject: _____

Program Objectives: _____

Delivery Methods: _____

Contact Hours per Participant: _____

Please return this form by October 4, 2016 to:

*Dr. April C. Wood, Director
Improving Educator Quality Program
Kentucky Council on Postsecondary Education
1024 Capital Plaza Drive, Suite 320
Frankfort, KY 40601
Fax: (502) 573-1535
april.wood@ky.gov*

APPENDIX II: ADDITIONAL RESOURCES



A. IMPROVING EDUCATOR QUALITY GRANT FINAL PROGRAM REPORT FORM (Y15)

Institution: _____
Project Name: _____
Content Area(s): _____
Project Director: _____
Date: _____

PART I: PROJECT DESCRIPTION

1. Provide the number of participants **directly** served by the project, by category. ("Participants" are individuals who took part in professional development institutes, mentoring and/or follow up activities.) If a participant fits into more than one category, please choose the category that best describes his or her primary function at the school (*unduplicated count*). K-12 students who indirectly benefited from their teachers' involvement in the project or teachers/administrators who only used materials or supplies purchased with IEQ funds should not be counted as "participants." However, if a train-the-trainer model was used, both the teachers/administrators trained as trainers and the individuals they trained at their school should be counted as "participants."

Category	Number of Participants
Teachers (in-service only)	
Paraprofessionals (e.g., aides, assistants)	
Principals	
TOTAL	

2. Of the total number of participants served, indicate how many work/teach at the each of the following levels. As before, select only one level per participant (*unduplicated count*).

Level	Number of Participants
Early Childhood	
Elementary School	
Middle School	
High School	
Postsecondary	
TOTAL	

3. Indicate the content areas taught by project participants.

Content Area	Number of Participants
Self-contained classroom (all subjects)	
Math	
English, language arts, reading	
Special education	
Arts and humanities (e.g., music, art, drama)	
Combination (e.g., science & technology, English & social studies)	
Other (specify):	
TOTAL	

4. Indicate the gender of participants served.

Gender	Number of Participants
Male	
Female	
TOTAL	

5. Indicate the ethnicity of participants served (*unduplicated count*).

Ethnicity	Number of Participants
White, non-Hispanic	
Black, non-Hispanic	
Hispanic	
Asian/Pacific Islander	
American Indian/Alaskan Native	
Unknown	
Other (specify):	
TOTAL	

6. List all of the school districts served by the project and provide the poverty rate for each (as calculated by the US Census Bureau on attached table). (*Add additional rows if necessary.*)

School Districts Served	Poverty Rate

7. List all of the schools served by the project, the percentage of teachers at that school teaching out of subject or with emergency, provision, or temporary certification, as well as the percentage of students eligible for federal free or reduced-price lunch. *(Add additional rows if necessary.)*

Name of School	% of teachers that do not meet "highly qualified" definition	% of students eligible for free or reduced-price lunch

8. Title II, Part A of NCLB requires states to award funding to partnerships, which at a minimum must include a postsecondary school of education, a postsecondary school of arts and sciences, and a high-need local school district (where at least 20% of students are in poverty). Other partners may include private schools, non-profit organizations, businesses, etc. List each member of partnership below. *(Additional rows may be added, if necessary.)*

Partner	Type of Organization

9. Summarize your project activities in the table below.

Type of Activity	Date	Major Objective of Activity	Number of Participants	Length of Activity (in Hours)

10. Provide the number of participants in your program receiving each of the following types of credit. *(List all types of credit received. This may be a duplicated count.)*

Type of Credit	# of Participants
Graduate credit	
Undergraduate credit	
Continuing education credit	
Credit toward salary increase	
Credit toward certification	
Professional development hours	
No credit awarded	
Other (specify)	
TOTAL	

11. Provide the average number of total contact hours per participant (including professional development institutes and sustained mentoring/follow up training).
12. Indicate the time period over which contact hours took place (month/year to month/year).
13. How many postsecondary faculty, administrators, or staff were involved in the project?
14. How many K-12 students were positively impacted as a result of their teachers' participation in the project?

15. Indicate the total amount of IEQ federal funds used by each primary partner. Federal law prohibits any single member of the partnership from using more than 50% of the funds; the provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (Refer to non-regulatory guidance, I-29, for more detail. The non-regulatory guidance can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf)

Partner Name	Funding Used

16. How much additional funding did you leverage from in-kind or matching contributions?

PART II: PROJECT SELF-ASSESSMENT

1. Provide a brief overview of your project and the participants served.
2. Describe any changes made from the original proposal and give a rationale for these changes.

3. Summarize the project's primary objectives, measurements, and outcomes. Describe any unexpected outcomes that occurred.

4. How did the project measure gains in student learning achieved as a result of the Improving Educator Quality program? What outcomes occurred?

5. Indicate the top three contributions you feel your project made to the participants involved.

6. Describe the three greatest challenges faced by your project.

7. What improvements do you feel could be made to the Improving Educator Quality Program?