Proposal Instructions

(updated 06/08)

See the "Request for Proposals" for the types of projects funded.
See the NCLB web page for a list of eligible institutions.

Directions: *Use the bold headings Roman numerals I. through XI. to organize the proposal. The text in italics is provided for information only; do not include it in the application.*

I. Cover page

Use the Word form provided on the web page. If only one institution of higher education is requesting funding, complete only the Cover Page for the Lead Institution. If more than one institution of higher education is requesting funds, complete the Cover Page for the Lead institution AND one Cover Page Collaborating [higher education] Institution for each Kansas higher education institution that is requesting funds. Include the cover page(s) (sans signatures) in the electronic proposal submission and provide signed hard copies as described in section X I I .

II. Table of Contents

Include the main headings listed below in the order shown below.

III. Abstract

The abstract should be an executive summary of the project. In other words, the abstract should contain a brief description of the project, the objectives, the assessment, and a statement of the amount of funds requested. The abstract should "stand alone" and should be suitable for publication. Limit the abstract to one page.

IV. Project Partners

List all project partners and state the anticipated number of LEA (Local Educational Agency) participants in the project activities. Clearly identify the high-need LEAs. List the private schools that have been invited to participate.

The federal legislation REQUIRES participation of the following partners: (1) an institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA (see the web page for a list of eligible high-need LEAs). Note that according to federal law, both public LEAs AND PRIVATE schools must be given the opportunity to participate in all phases of the project.

Additional partners may be included. ***Collaborations between and among two or more Kansas higher education institutions (including two-year colleges) are strongly encouraged.***

V. Role of each partner in planning the project

Clearly describe the participation of each partner in planning the project. The project must not be designed by the university and presented to the LEA. The project MUST be the result of an equal collaboration between the institution of higher education and the LEA; the project must be designed *to address a SPECIFIC need of the LEA. Describe how this need was determined. Summarize each of the planning meetings, including the participants (teachers, principals, parents, KSDE members, teacher education faculty, science faculty etc), the meeting agendas, and so on. The majority of planning MUST occur prior to submission of the proposal. The LEA(s) MUST actively participate throughout the planning phases from initiation to implementation. Limit this section of the proposal to one page.*

VI. Description of Project

Describe the project in sufficient detail that a well-educated lay person would understand exactly what is transpiring in the project. Address each of the items a through d below. Throughout the project description, emphasize which project activities are supported by scientifically-based research. Note that the federal NCLB legislation REQUIRES that funded practices be based upon scientific research. In the words of OVAE, "focus on what works."

a) Summary of experiences to be included in the project

i) Types of experiences for participants

Clearly describe exactly what the participants will experience during the project. For example, indicate whether the experiences include workshops (if so, describe the duration and format), laboratory experiments (describe), on-line discussion groups (describe), group projects (describe), and so on. Do not describe "opportunities" for activities; "opportunities" implies voluntary participation. Describe the experiences that are a required part of the project.

Estimate the number of contact hours per participant. "Contact hours" includes face-to-face, internet, ITV, and other mediated contact.

If the project includes leadership activities for principals, describe the experiences that have been designed for principals.

ii) Concepts to be taught and relationship to the middle school curriculum and to state standards

Describe the subject matter to be emphasized during the project. Clearly state how the subject matter "fits" into the school curriculum and how it will help students and teachers meet state standards. If specific subject matter has not yet been selected, indicate why and describe how it will be selected.

The subject matter emphasized during the project is of paramount importance. The purpose of NCLB Title IIA funds is to improve content knowledge in core subjects, not to improve pedagogical techniques. The purpose is not to teach middle school science; content beyond the middle school level must be emphasized.

iii) Pedagogical techniques to be used

Clearly describe the techniques used to develop understanding of the subject matter (lecture, discussion, case studies, problem-based learning, computer modeling, group work, experiments, etc.) ***and indicate which technique(s) will predominate.*** *Convince the reviewers* *that you have paid special attention to the need to provide DEPTH of understanding as opposed to a superficial acquaintance with the subject matter. Convince the reviewers that you will model the teaching techniques desired in the LEA classrooms. Avoid jargon so that an educated lay person will be able to understand the project. Specific examples may be useful when explaining pedagogical techniques.*

iv) Facilities/equipment/supplies to be used

Describe any specialized equipment and/or facilities to be used during the project. Explain why the equipment and/or facilities are necessary to improve content knowledge. Specific examples of exercises using the facilities/equipment/supplies may be useful.

v) Follow-up

*Research has shown that "one-shot" workshops alone generally produce little lasting impact. Describe the follow-up procedures that will continually reinforce the project goals and objectives throughout the academic year and over the duration of the project. Convince the reviewers that **meaningful** follow-up will occur **throughout** the calendar year.*

If the project includes leadership activities for principals, don't forget to include the follow-up for this portion of the project.

b) Steps to ensure impact on the LEA classroom

*One of the primary goals of the project should be to facilitate positive change in the LEA classroom. Do NOT assume that change will occur automatically. Discuss the **specific techniques** used to **ensure** that the LEA classroom is impacted by the project.*

c) Steps to ensure that LEA participants will continue to grow after the project concludes.

Convince the reviewers that the project will give participants the tools to continue to improve long after the project has ended.

Preference will be given to projects to which the SAME LEA participants have committed for more than one year.

Preference will be given to projects that lead to continual growth. For example, teaching LEA participants to use a specific piece of technology may not encourage continual growth, since the piece of technology is likely to have a useful life of no more than 3 or 4 years. On the other hand, teaching participants several techniques for staying current with science and science teaching may have lasting impact.

Preference will be given to projects that help LEA participants to grow by 1) assessing their own curriculum and classroom behavior and the impact on students and 2) by modifying their curriculum and classroom behavior to improve student outcomes.

d) Timeline

Describe what will happen when, and who will be in charge of the activity. Be specific.

VII. Measurable objectives and assessment

Note that assessment is EXTREMELY important to the federal NCLB Title IIA program. This section of the proposal will have a significant impact on the funding decision.

Be specific in the description of assessment techniques. For each assessment technique, describe the type of data that will be generated, including the range of scores and the interpretation of the scores. This is important for all types of assessment, but particularly so for journals, portfolios, rubrics and other similar forms of assessment. Be sure to indicate who will conduct the assessment. Keep in mind that your annual report will include the results from each form of assessment used in the project.

The proposal ***will NOT be funded*** *unless it reflects* ***each*** *of the following good practices:*

- *Standardized and/or published assessment techniques are used rather than locally developed techniques.*
- *Assessment techniques have already been researched and selected prior to submitting the proposal.*
- *Multiple forms of assessment are used for each project outcome.*
- *Self-report, although useful, is not used to provide the majority of the assessment.*

Assessment of short- and long-term impact on LEA participants

a) Content gains

Describe the data that you will use to evaluate the LEA participants' understanding of the subject matter. Be specific.

b) Process gains

Describe the data that you will use to evaluate positive change in the classroom. Be specific. Some form of direct assessment of classroom curriculum and/or teaching is required.

b) Assessment of short- and long-term impact on LEA students

Describe the data that you will use to determine that LEA student outcomes are improved as a result of the project. Note that state assessments will not provide information over the short-term; additional techniques must be used.

c) Assessment of impact on teacher education practices in the higher education institution

Describe the data that you will use to determine that teacher education practices at the higher education institution have improved as a result of experiences gained during this project.

VIII. Qualifications of personnel

Include a summary (no more than one page per person) of the qualifications of the primary personnel planning and executing the project.

IX. Budget

Complete the budget using forms A and B provided (see web page). If more than one Kansas institution of higher education is requesting funding, complete the appropriate budget forms (A and B) for each collaborating institution that is requesting funding.

Note the federal "50% rule" which states that no single partner (no single high-need LEA, no single institution for higher education and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner) may directly benefit from more than 50% of the federal funds. For more information about this rule, see the Non-regulatory Guidance, section I-29 posted on the web page.

Also note that each item mentioned in the budget should be mentioned somewhere in the description of the project. For example, if funds are requested for a specific piece of equipment, use of the equipment in the project should be included in the description of the project.

X. Budget Narrative

On separate pages, fully explain and justify the following in support of the Federal funding request (Section A) and Matching Resources (Section B). ***Matching Resources are required***. *Note that expenditures must be consistent with federal requirements as expressed in OMB Circular A-21; a portion of this circular is reproduced on the NCLB web page.*

1. Personnel: *Funds may be requested for university personnel ONLY if the individual to be paid is a new hire or is employed by the university on a less than full-time basis. Therefore, salary for current university full-time faculty can be provided only during the summer and only if the faculty member is not on contract during the summer. Total annual compensation from the university, grant funds, and other sources may not exceed the amount specified in OMB Circular A-21.*

   Reassigned time may be included in the personnel line only if the funds are used to hire adjunct or temporary faculty. Consultant fees and expenses must be included in Line 7; university personnel are NOT considered consultants.

   For each individual to be paid from the grant, provide the current university or LEA employment status (full-time, part-time, annual contract, 9-month contract, etc.), salary and wages, title, and time commitment. Explain exactly how the requested salary amount was calculated.

2. Fringe Benefits: *Include contributions for Social Security, employee insurance, pension plans, etc. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.*

3. Travel: *Travel for higher education participants will generally not be funded unless it is essential for conducting the project. For example, travel to remote LEAs would be acceptable; travel to national meetings would not be acceptable. However, limited travel to national or state meetings may be requested for LEA participants. Be sure to explain how travel expenditures were calculated.*

4. Equipment: *List nonexpendable property that has a useful life of more than two years and an acquisition cost of $5000 or more per unit. However, consistent with institutional policy, lower limits may be established. List items of equipment in the following format: Item, Number of Units, Cost per Unit, and Total Cost. Fully justify the need for each item of equipment.*

5. Supplies: *Include the cost of consumable supplies and materials to be used in the project. Supplies are defined as items that cost less than $5000 per unit and have a useful life of less than two years.*

6. Contractual: *The budget may not include payment to secondary organizations not partnering in the project without prior permission from KBOR. University employees cannot be hired on a contractual basis; see item 1.*

7. Other: *Provide an itemized list of all remaining direct costs not clearly covered by lines 1-6 above. Examples are computer use charges, space or equipment rental, consultant costs, communication costs, rental of space, utilities and custodial services and printing materials.*

   For consultant expenses, give the total number of consultants that will work on the project and their costs (fees, per diem, and travel). Provide the basis for the determination of the rate identified for consultant costs for which Federal funds are requested. The justification should demonstrate how the consultant costs are reasonable, customary and consistent with the established institutional, organizational, or agency policy governing consultant costs. Note: consultants are defined as specialists not affiliated with any of the institutions partnering in the project.

8. Total Direct Costs:. *Total line 1 through 7. Note: direct costs exclude training stipends.*

9. Total Indirect Costs: *The indirect cost rate is 8%. If no indirect costs are requested, enter "none." Indirect costs are those costs of an organization that are not readily identifiable with a particular project or activity but are necessary for the general operation of the organization and the conduct of its activities.*

10. Training Stipends: *Justify the amount of any stipends.*

11. Tuition for Project Participants: *Justify the amount of tuition per participant.*

12. Total Project Costs: *Total lines 8 through 11.*

In addition, provide an itemized list of the sources of all in-kind or cash contributions reflected in Section B. ***Matching resources are required****.*

XI. Appendices

Avoid appendices unless absolutely necessary. Information necessary for evaluation of the project should be succinctly summarized in the appropriate section of the proposal. If you feel the need to include appendices, chances are you have not sufficiently addressed the issue in the main body of the proposal. No more than 10 pages of appendices may be submitted. Reviewers are not obligated to consider any material in the appendices.

XII. Formatting and Submission

Type the proposal in Times New Roman font 11 or 12. Use margins of 1.0 inches on the left, and 0.5 inches on the top, right, and bottom. Number pages consecutively beginning with the abstract as page 1. Clearly label the roman numerals and headings I. through XI. Use single spacing with block paragraphs and spaces between paragraphs. ***Limit sections VI through VII to eight pages.***

Submit sections I. through XI. as a ***single Word*** *attachment to* **kmueller@ksbor.org**. *(Note that an electronic version of the unsigned cover pages should be included as the first page.)* ***DO NOT*** *include any additional items such as letters of support, etc. Such items will not be reviewed.* ***DO NOT*** *include any scanned pages; scanned pages cause problems with e-mailing the proposal to reviewers. Do NOT submit PDF files. Do not submit hard copies of the entire proposal. If you have used "track changes" to prepare the proposal, verify that the "track changes" feature has been turned off prior to submitting the proposal. (It's not as easy as it sounds! E-mail the proposal to yourself to verify this.)*

XIII. Other Required Forms

A hard copy of the cover page and additional required signature forms (see below) should be signed and mailed so that they arrive at KBOR on or before the due date for the proposal. Mail forms to:

Dr. Kathyrne Mueller
Kansas Board of Regents
1000 S.W. Jackson St., Suite 520
Topeka, Kansas 66612-1368

The following required forms are on the web page:

- *Federal and State Assurances*
- *Joint Effort Assurances*

XIV. Other

Be sure to read all information posted on the web page prior to submitting a proposal. Proposals become the property of KBOR. Funded proposals will be available to the public.