



**Elementary and Secondary Education Act (ESEA)**  
**TITLE II: Preparing, Training, and Recruiting**  
**High Quality Teachers and Principals and Other**  
**School Leaders**

**FY 2017 Request for Proposals and Guidelines for  
Submission**

**Date for Submittal: March 17, 2017**

Revised January 20, 2017

# INTRODUCTION

## Background

Elementary and Secondary Education Act (ESEA) Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals State Grant for Higher Education is designed to improve teaching and learning. As a federal program, it operates under the *Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641*. Authority for the administration of the grants awarded, as well as the identification and evaluation of grant proposals, resides with each state. In Kansas, the Kansas Board of Regents (KBOR) is authorized to receive and distribute federal funds for this program. Guidance under the program allows for state flexibility in order to fulfill state priorities for increasing teacher content knowledge, supporting effective instruction, and all issues affecting teacher quality. Kansas Board of Regents awards sub grants to eligible partnerships that develop and deliver professional learning opportunities to educators.

**“Beginning in FY 2017 (July, 2017), the Department of Education will no longer award a State Agency for Higher Education (SAHE) any Title II, Part A funding.” (*Transitioning to Every Student Succeeds Act*)**

## Purpose

According to the *Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641 section 2001 (ESEA section 2001(1) -(4))*, the purpose of this funding is to provide grants to state educational agencies and sub-grants to local educational agencies to:

- A. Increase student achievement consistent with the challenging state academic standards;
- B. Improve the quality and effectiveness of teachers, principals, and other school leaders;
- C. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- D. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders; and increase academic achievement by improving teacher and principal quality.

## Amount of Funds

The Kansas Board of Regents is issuing a call for proposals for approximately \$400,000 in federal funds received through the *Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641*. Current funds will be allocated to Kansas higher education institutions by means of a competitive submission process. Matching funds, if available, are encouraged, but not required. While no maximum number of awards has been established for the program, typically three to four applications are funded each cycle. Grants funded this cycle should fall within a range of \$100,000 to \$200,000. However, because numerous small school districts are on the high-need Local Education Authority (LEA) list, applicants working with a small school district or districts that request less than \$100,000 will be considered. This might result in more than three applications being funded.

## Timeline for Application and Award

January 20, 2017	Request for Proposals (RFP) released
March 17, 2017	Grant proposals due on or before 5 p.m.
March 22, 2017	Review committee meets to evaluate proposals
March 24, 2017	Grants awarded

## PRIORITIES

- A. Increase student achievement consistent with the challenging Kansas College and Career Ready Standards (<http://community.ksde.org/Default.aspx?tabid=4754>)
- B. Improve the quality and effectiveness of teachers, principals, and other school leaders
- C. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- D. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

Priority will be given to proposals that:

- A. “Develop or assist local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through **early college high school or dual or concurrent enrollment programs**” (*American Association of Colleges for Teacher Education*)
- B. “Support the professional development and improve the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce.” (*American Association of Colleges for Teacher Education*)

## ELIGIBILITY

### Eligible Partnerships

According to *Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641*, the following **eligible partnerships** may participate in utilizing grant funding:

- A. A high need Local Education Agency (LEA), including a charter school that is a local educational agency, or a consortium of local educational agencies (see Appendix A for a list of eligible LEAs)
- B. An IHE division of arts and sciences
- C. An institution of higher education (IHE) division that prepares teachers and principals
- D. In addition, partnerships may include other entities such as another LEA (which need not be high need); a public charter, or a nonprofit organization, educator organization, or business. Eligible partnerships can use funds for a range of professional development activities so that educators are knowledgeable about the academic subjects they teach.

### High Need School

The term “high-need school” means a public elementary school or secondary school that is located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more.

## EQUITABLE SERVICE FOR PRIVATE SCHOOL STUDENTS AND EDUCATORS

Under Title II, State Education Authorities (SEAs) and LEAs are required to provide for the equitable participation of private school teachers and other educational personnel in private schools and engage in timely and meaningful consultation with private school officials during the design and development of their Title II, Part A programs (ESEA section 8501) The Institute of Higher Education (IHE) partner must consult with any private schools that reside in the same school district boundaries as the LEA partner(s) during the design and development of the grant proposal to ensure their needs were identified in the district-wide assessment. Private school educators must be provided the opportunity to participate in the professional development activity equivalent to the opportunity provided to public school educators.

# APPLICATION

Funded projects must be founded on evidence-based interventions and need to be of sufficient intensity and duration for teachers (or principals) to make gains. The most effective Teacher Quality projects have been focused on the learning and teaching of a limited number of concepts using activity-based, problem-solving approaches and systematically incorporating follow-up components to sustain change in classroom practices.

The recommended instructional format for professional development for the grant period includes an initial summer institute followed by a full academic year intervention for participants, with the same group of participants expected to attend for the full award periods.

Appendix G and the following document should be used when developing the proposal:  
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

## Required Materials

### Cover Page

All required information is listed on the provided form (See Appendix B)

### Project Summary

On a separate page, provide a 250-word summary that describes the project's overall goals for ensuring that all participants will gain knowledge and skills related to the assessed needs and will be better prepared to assist students to meet state content and student performance standards. This summary will be used in press releases and other promotional materials if your project is funded.

### Partner Information

- A. On the form provided in Appendix C, list the name(s) of the LEA(s) to be served by the proposed project. Include the LEA(s) district name and number, city, county, Kansas State Board of Education District number (1-9) and its federal congressional district number (1-4).
- B. If private schools, parochial schools, or charter schools are involved in the proposed project, include the name of the school, city, county, and federal congressional district number on the form provided (Appendix C).
- C. If a partner is not an LEA, please provide the city and county where the partner is located and its federal congressional district number on the form provided (Appendix C).

### Private Schools

- A. On the form provided (Appendix D), list the private schools within your participating LEA boundaries and describe the steps your project team has taken to assure that they have been offered the opportunity to participate in this project.
- B. Please describe the results of these measures on the form provided (Appendix D).

### Table of Contents

Include a table of contents with page numbers included.

### Project Narrative

For the narrative, use single spacing with block paragraphs and spaces between paragraphs. Use 12-point font and margins of 1.0 inches on the left, and 0.5 inches on the top, right and bottom. Funded grant applications will address five components (local needs, select approach, plan, implementation, and reflection) in a narrative in no more than ten pages.

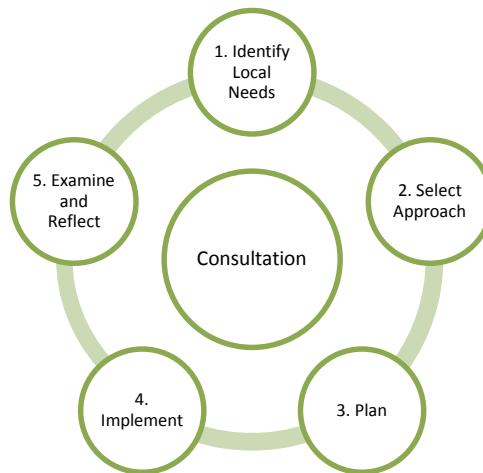
## A. A Framework for the Narrative

(Taken from Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading)

Title II, Part A interventions are more likely to result in sustained, improved outcomes for students if:

- 1) Chosen interventions align with identified local needs;
- 2) The evidence base and the local capacity are considered when selecting a strategy;
- 3) There is a robust implementation plan;
- 4) Adequate resources are provided so the implementation is well-supported;
- 5) Information is gathered regularly to examine the strategy and to reflect on and inform next steps.

This framework is designed to help decision-makers make more effective Title II, Part A investments and to make the use of evidence, research, and data part of the decision-making process. The remainder of this section of the guidance will explain each step in detail.



## B. Budget Justification

Please limit the budget justification to a maximum of three pages. Use single spacing with block paragraphs and spaces between paragraphs. Use 12 -point font and margins of 1.0 inches on the left, and 0.5 inches on the top, right, and bottom. Please include the following information:

- 1) A detailed narrative explanation of each budget item (1-7) should be included.
- 2) The budget narrative should relate costs to project objectives.
- 3) The budget narrative should include detailed itemization and explanation of all personnel, books, materials, travel, supplies, consultants, etc.
- 4) The budget should align with program design and participant need.

## C. Additional Budget Guidance, i.e. the 50% Rule Form

- 1) When developing a budget, an applicant must consider how the funds will be used by the various partners because ***no single partner may benefit from more than 50% of the total grant amount*** according to the Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. Examples are listed below.
  - a) IHE faculty time paid by the grant, costs to develop professional development materials, and expenses incurred to conduct the professional development may be treated as funds by the division of the IHE that bears these costs.
  - b) Tuition grant funds are considered to be used by the LEA since the funds benefit the participants. Grant funds that pay for books, materials, and supplies, and other participant support costs are considered to be used by the LEA. Grant funds paid as salaries to mentor teachers who are employed by a school district may be considered as used by the LEA.

## **Project Narrative (Continued)**

### **Budget and Cost Effectiveness (Continued)**

- c) Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- d) Indirect costs are attributable to the partner that “uses” the corresponding funds as direct costs. In most cases, this would be the IHE.

### **Additional Items**

- A. Vita. Include a one-page vita for each person listed in the key personnel section. Attach as an appendix.
  - B. Signed Certifications Form. The certifications form regarding Government-wide Debarment, Suspension (Non-procurement), and Other Responsibility Matters may be found on the grant website and shall be returned with the grant application.
- 1) Do not include additional items such as letters of support, etc.

## **SUBMISSION**

Submit all materials as a **single** Word or PDF attachment. Submit all documents to [kmercer@ksbor.org](mailto:kmercer@ksbor.org).

Questions about the grant application may be directed to:

Kathleen Mercer  
Career Pathways Coordinator  
785-430-4274  
[kmercer@ksbor.org](mailto:kmercer@ksbor.org)

Or

Karla Wiscombe  
Director, Academic Affairs  
785-430-4282  
[kwiscombe@ksbor.org](mailto:kwiscombe@ksbor.org)

## **PROPOSAL REVIEW PROCESS**

- A. Following KBOR staff review for eligibility and compliance with application requirements, an external review panel will evaluate proposals.
- B. The panel may consist of representatives from the Kansas State Department of Education, colleges, universities, P-12 schools, and professional organizations.
- C. Project directors may meet with the review committee to answer questions about proposals.
- D. Based on the recommendations of the review committee, grant awards will be determined by the Board of Regents.
- E. All grants are awarded on a competitive basis.
- F. KBOR reserves the right to withhold grant funding if, in its judgment, no proposals merit funding.
- G. When awarding funds, the agency may also take into consideration the number of partnerships which receive awards, the geographic distribution of the partnerships, past performance of project directors (if recipient of previous grant awards) and/or other appropriate considerations.

## **FUNDED PROJECTS**

- A. Applicants who receive funding will be required to sign a grant agreement document. The grant agreement may be found at: [http://www.kansasregents.org/teacher\\_education\\_initiatives](http://www.kansasregents.org/teacher_education_initiatives).
- B. The agreement should not be submitted as part of the grant application, but applicants should be aware of the requirements in the agreement if their application is funded.
- C. Please also note that funded proposals are subject to open records requests and will be posted on the grant website.
- D. For each funded project, the project director and financial officer are required to attend a technical assistance meeting in Topeka.
- E. Adequate funds should be included in the budget travel section in order to allow project directors and financial personnel to attend a half-day meeting.
- F. The session will be scheduled in consultation with the project directors whose grants are funded.

## **Appendix A—List of High-Need LEAs**

Altoona-Midway Unified School District 387	Labette County Unified School District 506
Arkansas City Unified School District 470	Leavenworth Unified School District 453
Atchison Public Schools USD 409	Liberal Unified School District 480
Bucklin Unified School District 459	Logan Unified School District 326
Caldwell Unified School District 360	Lyons Unified School District 405
Caney Valley Unified School District 436	Marais des Cygnes Valley USD 456
Cedar Vale Unified School District 285	Marmaton Valley Unified School District 256
Central Heights Unified School District 288	Neodesha Unified School District 461
Chanute Public Schools USD 413	Nickerson Unified School District 309
Chaparral (Anthony Harper) Unified School District 361	Northern Valley Unified School District 212
Cherokee Unified School District 247	Osawatomie Unified School District 367
Chetopa-St. Paul Unified School District 505	Paradise Unified School District 399
Coffeyville Unified School District 445	Pretty Prairie Unified School District 311
Crest Unified School District 479	Riverton Unified School District 404
Deerfield Unified School District 216	Rolla Unified School District 217
Dodge City Unified School District 443	Rural Vista Unified School Districts 481
Elk Valley Unified School District 283	South Brown County USD 430
Ellinwood Public Schools USD 355	Stafford Unified School District 349
Emporia Unified School District 253	Stockton Unified School District 271
Erie Unified School District 101	Topeka Public Schools USD 501
Fairfield Unified School District 310	Uniontown Unified School District 235
Fredonia Unified School District 484	Wichita Unified School District 259
Garden City Unified School District 457	Woodson Unified School District 366
Geary County Schools USD 475	
Goodland Unified School District 352	
Great Bend Unified School District 428	
Hutchinson Public Schools Unified School District 308	
Independence Unified School District 446	
Iola Unified School District 257	
Kansas City Unified School District 500	

## **Appendix B– Cover Page**

### **APPENDIX B FY2017 GRANT APPLICATION COVER SHEET**

1. Project Title		
2. Submitting Institution		
3. Federal Congressional District # (1-4)		
4. Registered DUNS Name and #		
5. Total Amount Requested	\$	
6. Project Director: Name, Title, Phone, Email, Mailing Address		
7. Co-Director (if any): Name, Title, Phone, Email, Mailing Address		
8. Statutory Partners:	IHE Teacher Education:	
	IHE College of Arts/Sciences:	
	High-Need LEA:	
9. Recommended Partners: (Community College and/or Technical School)		
10. Additional Partners: Organizational names only; (please mark high- need LEAs with an asterisk [*])		
Signatures:	PROJECT DIRECTOR:	DATE
	AUTHORIZED INSTITUTIONAL AGENT:	DATE

## **Appendix C – Partners**

Please use this space (and additional copies if necessary) to provide the requested information for the LEA partners. Indicate whether the partner is a “high-need” LEA as defined in Appendix A. If a partner is not an LEA, please provide the city and county where the partner is located and its federal congressional district number.

Technical School Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
City & County:	

Community College Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
City & County:	

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

**Appendix D– Private Schools****Inclusion of Private Schools:**

Please list the private schools within your participating LEA boundaries and describe the steps your project team has taken to assure that they have been offered the opportunity to participate in this project. Please describe the results of these measures.

## **Appendix E**

### **Every Student Succeeds Act (ESSA) Allowable Uses of Funds for State and Local Education Agencies (SEAs, LEAs)**

The allowable use of funds under the “Every Student Succeeds Act” (ESSA) for state and local education agencies are listed below. Allowable uses have been cross-referenced to identify potential common themes or connections.

The amount of text does not diminish the potential importance and impact that each of these may have across the state or the LEA.

<b>State Education Agencies</b>	
<b>1</b>	Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that— <ul style="list-style-type: none"><li>(I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards; “</li><li>(II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and</li><li>(III) teacher certification or licensing requirements are aligned with such challenging State academic standards. <i>See also SEA # 4, 5, 11, 18 and LEA # 2, 3</i></li></ul>
<b>2</b>	Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by— <ul style="list-style-type: none"><li>(I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;</li><li>(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and</li><li>(III) developing a system for auditing the quality of evaluation and support systems. <i>See also LEA #1, 8, 14</i></li></ul>
<b>3</b>	Improving equitable access to effective teachers.
<b>4</b>	Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for— <ul style="list-style-type: none"><li>(I) individuals with a baccalaureate or master’s degree, or other advanced degree;</li><li>(II) mid-career professionals from other occupations;</li><li>(III) paraprofessionals;</li><li>(IV) former military personnel; and</li><li>(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders. <i>See also SEA #1,5,11,18 LEA #2,3</i></li></ul>

## **State Education Agencies Continued**

<b>5</b>	<p>Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—</p> <ul style="list-style-type: none"> <li>(I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and</li> <li>(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.</li> </ul> <p><i>See also SEA #1,4,11,18 and LEA #2,3</i></p>
<b>6</b>	Fulfilling the State educational agency's responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.
<b>7</b>	<p>“(vii) Developing, or assisting local educational agencies in developing—</p> <ul style="list-style-type: none"> <li>(I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support</li> <li>(II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and</li> <li>(III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to— <ul style="list-style-type: none"> <li>(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and</li> <li>(bb) increase the retention of effective teachers, principals, or other school leaders</li> </ul> </li> </ul>
<b>8</b>	Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards. <i>See also SEA #8,9,13,16,17 and LEA #5, 7,8,9,10,12,13,15</i>
<b>9</b>	Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1)) projects. <i>See also SEA #7,9,13,16,17 and LEA #5,7,8,9,10,12,13,15</i>
<b>10</b>	Providing training, technical assistance, and capacity-building to local educational agencies that receive a sub-grant under this part. <i>See also SEEA #7,8,13,16,17 and LEA #5,7,8,9,10,12,13,15</i>
<b>11</b>	Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.

## **State Education Agencies Continued**

<b>12</b>	Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds described in subparagraph (A) that is not more than 2 percent of the State's allotment, if— (I) allowable under State law; (II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved Page 4 teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and (III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.
<b>13</b>	Supporting the instructional services provided by effective school library programs.
<b>14</b>	Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs. <i>See also SEA #7,8,9,16,17 and LEA # 5,7,8,9,10,12,13,15</i>
<b>15</b>	Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
<b>16</b>	Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness. 17 Developing and providing professional development and other comprehensive systems
<b>17</b>	Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science. <i>See also #7,8,9,13,17 and LEA #5,7,8,9,10,12,13,15</i>
<b>18</b>	Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce. <i>See also SEEA #7,8,9,13,16 and LEA #5,7,8,9,10,12,13,15</i>
<b>19</b>	Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any direction, supervision, or control over State teacher licensing or certification requirements. <i>See also SEA #1,4,5,11 and LEA #2,3</i>
<b>20</b>	Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and in accordance with State student privacy laws and local educational agency student privacy and technology use policies.
<b>21</b>	Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of this title.

<b>Local Education Agencies</b>	
<b>1</b>	<p>Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—</p> <ul style="list-style-type: none"> <li>(i) is based in part on evidence of student achievement, which may include student growth; and</li> <li>(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders</li> </ul> <p><i>See also SEA #2 and LEA #8, 14</i></p>
<b>2</b>	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—</p> <ul style="list-style-type: none"> <li>(i) expert help in screening candidates and enabling early hiring;</li> <li>(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;</li> <li>(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;</li> <li>(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to— <ul style="list-style-type: none"> <li>(aa) improve classroom instruction and student learning and achievement; and</li> <li>(bb) increase the retention of effective teachers, principals, or other school leaders;</li> </ul> </li> <li>(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and</li> <li>(vi) a system for auditing the quality of evaluation and support systems;</li> </ul> <p><i>See also SEA #1,4,5,11,18 and LEA #3</i></p>
<b>3</b>	<p>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;</p>
<b>4</b>	<p>Reducing class size to a level that is evidence-based, to the extent the state (in consultation with local educational agencies in the state) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;</p>

## **Local Education Agencies Continued**

<p><b>5</b> Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—</p> <ul style="list-style-type: none"> <li>(i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);</li> <li>(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;</li> <li>(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;</li> <li>(iv) help all students develop the skills essential for learning readiness and academic success;</li> <li>(v) develop policy with school, local educational agency, community, or State leaders; and</li> <li>(vi) participate in opportunities for experiential learning through observation;</li> </ul> <p><i>See also SEA #7,8,9,13,16,17 and LEA # 7,8,9,10,12,13,15</i></p>
<p><b>6</b> Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;</p>
<p><b>7</b> Providing programs and activities to increase—</p> <ul style="list-style-type: none"> <li>(i) the knowledge base of teachers, principals or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and</li> <li>(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;</li> </ul> <p><i>See also SEEA #1,7,8,9,13,16,17 and LEA #1,5,7,9,10,12,13,14,15</i></p>
<p><b>8</b> Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;</p> <p><i>See also SEA #1,7,8,9,13,16,17 and LEA #1,5,7,9,10,12,13,14,15</i></p>

## **Local Education Agencies Continued**

<b>9</b>	<p>Carrying out in-service training for school personnel in</p> <ul style="list-style-type: none"> <li>(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;</li> <li>(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;</li> <li>(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and</li> <li>(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction</li> <li>(v) drug and alcohol abuse, and chronic absenteeism;</li> </ul> <p><i>See also SEA #7,8,9,13,16,17 and LEA #5,7,8,10,12,13,15</i></p>
<b>10</b>	<p>Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as</p> <ul style="list-style-type: none"> <li>(i) early entrance to kindergarten;</li> <li>(ii) enrichment, acceleration, and curriculum compacting activities; and</li> <li>(iii) dual or concurrent enrollment programs in secondary school and postsecondary education;</li> </ul> <p><i>See also SEA #7,8,9,13,16,17 and LEA #5,7,8,9,12,13,15</i></p>
<b>11</b>	<p>Supporting the instructional services provided by effective school library programs</p>
<b>12</b>	<p>Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;</p> <p><i>See also SEA #7,8,9,13,16,17 and LEA #5,7,8,9,10,13,15</i></p>
<b>13</b>	<p>Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;</p> <p><i>See also SEA #7,8,9,13,16,17 and LEA #5,7,8,10,12,15</i></p>
<b>14</b>	<p>Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;</p> <p><i>See also SEA #2 and LEEA #1,8</i></p>
<b>15</b>	<p>Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce;</p> <p><i>See also SEEA #7,8,9,13,16,17 and LEA #5,7,8,9,10,12,13</i></p>
<b>16</b>	<p>Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the state) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.</p>

## Appendix F– Consolidated Project Budget

### CONSOLIDATED PROJECT BUDGET

<b>Elementary and Secondary Education Act (ESEA) Grant</b>	
Institution:	
Program:	
<b>Personnel</b>	
Salary for Faculty/Administrators	
Faculty/Administrators Fringe Benefits	
Support Staff Salary/Wages	\$ -
Support Staff Fringe Benefits	\$ -
<b>Participant Costs</b>	
Tuition	\$ -
Books/Materials	\$ -
Participant Travel - Mileage	\$ -
Room	\$ -
Stipends	\$ -
Substitute Teacher Costs	\$ -
Other Participant Support (list)	\$ -
<b>Other Travel</b>	
Instructional In-State Travel	\$
<b>Equipment</b>	
	\$ -
<b>Supplies</b>	
Consumable Materials	\$ -
Other (list)	\$ -
<b>Contractual</b>	
<b>Other</b>	
Printing/Postage/Telephone	\$ -
	\$ -
<b>Indirect Costs</b>	\$ -
Limited to no more than 8%	\$
<b>TOTAL REQUESTED</b>	\$-

## **Appendix G:**

### **Guidance on the Definition of “Evidence-Based”**

*Taken from Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*

Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. ESEA emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as “interventions”). Section 8101(21) (A) of the ESEA defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (see text box below). Some ESEA programs encourage the use of “evidence-based” interventions while others, including several competitive grant programs and Title I, section 1003 funds, require the use of “evidence-based” interventions that meet higher levels of evidence.

In order to help IHEs, LEAs, schools, educators, and partner organizations (collectively referred to as “stakeholders”) understand and identify the rigor of evidence associated with various interventions, below are the recommended considerations, resources, and criteria for each of ESSA’s four evidence levels. These recommendations are applicable to all programs in ESSA. This guidance does not address the specific role of evidence in each ESSA program and therefore should be used in conjunction with program-specific guidance. Italicized words are defined in the endnotes.

#### **WHAT IS AN “EVIDENCE-BASED” INTERVENTION?**

(from section 8101(21) (A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or *other relevant outcomes* based on –
  - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
  - (II) *moderate evidence* from at least one well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or *other relevant outcomes*; and
  - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

# **PROPOSAL CHECKLIST**

## **Introductory Materials:**

- Cover Page (Appendix B)
- Project Summary (250-word limit)
- Partner Information (Appendix C)
- Private School Statement (Appendix D)
- Table of Contents

## **Project Narrative (up to 10 pages):**

- Identify Local Needs
- Select Approach
- Plan
- Implement
- Examine and Reflect

## **Budget Documents:**

- Consolidated Project Budget (Appendix F))
- Budget Justification (3-page limit)

## **Additional Items:**

- Curriculum Vita for key personnel (maximum 1 page each)
- Certification Regarding Government Wide Debarment, Suspension (non-procurement), and other Responsibility Matters

**Please do not submit any attachments other than those that have been specifically required in this RFP.**

**Please do not include this checklist with your grant application.**