PART I: Applicant Information

Applicants should include the following information on the cover page of their proposal. This information will be transferred to scoring guides prior to formal review of the proposals.

Applicant Name	
Catchment Area Addressed	__1 __2 __3 __4 __5 __6 __7
CAEP Accreditation	Initial Programs _____YES _____NO Advanced Programs _____YES _____NO
KSDE Accreditation	P-6 Elementary Education _____YES _____NO Reading Specialist _____YES _____NO

PART II: Written Narrative

Proposal Specifications
Proposal narratives should not exceed 15 pages, and should be single-spaced with 1" margins, 12 pt. Times New Roman or Arial font. Proposal narratives should include all elements of the proposal and should not include links to additional information. *Budgets and budget narratives* should be submitted as separate documents and will not count as part of the 15 page narrative. Applicants may also submit up to 25 *supporting documents* including timelines, graphics, or other information relevant to the application. Applications not meeting these guidelines and submitted prior to the application deadline will be returned to the applicant for resubmission before the due date.

Submission Guidance
All applicants must submit all proposal documents to the designated Dropbox folder on or before 5:00 p.m. Central Time on October 28th, 2024. Any proposals not received in the Dropbox at that time will not be reviewed.

Proposal Narratives should address plans for the following areas:
    I. Vision for Literacy Center
    II.Pre-Service Educator Preparation
   III.In-Service Educator and District Support
   IV.Personnel
    V.Outreach (Partnerships and Family/Student Support)
  VI.Quality Assurance System

Details about what should be included in each of these areas are provided in the scoring guide below:

Scoring Guide			
	0 Unaligned Not Present Ineffective	**1** Loosely Aligned Effective Limited	**2** Strong Alignment Highly Effective Significant
Vision	Proposal does not describe a vision for the Center that encapsulates the intent of the Blueprint or describes an overall approach that lacks commitment and a willingness to meet the needs of the entire catchment area, and communicates a plan that likely has minimal impact.	Proposal describes a vision for the Center that touches on the intent of the Blueprint, describes an overall approach that shows a willingness to attempt to meet the needs of the entire catchment area, and communicates a plan that includes some elements of collaboration and possible impact.	Proposal clearly articulates a vision for the Center that encapsulates the intent of the Blueprint, describes an overall approach that shows a commitment to meeting the needs of the entire catchment area, and communicates a plan that includes local and statewide collaboration, innovation, and meaningful impact.
Pre-Service Educator Preparation: Current Programs	Proposal describes a P-6 pre-service teacher preparation program, but there is little to no evidence of courses aligned with the Science of Reading, little to no evidence of a practicum experiences that provide for application of structured literacy, and little to no evidence of the impact on P-12 student learning.	Proposal describes an adequate P-6 pre-service teacher preparation program, including courses aligned with the Science of Reading, practicum experiences that provide for application of structured literacy, and some impact on P-12 student learning.	Proposal describes and provides evidence of a strong P-6 pre-service teacher preparation program, including courses aligned with the Science of Reading, practicum experiences that provide for meaningful application of structured literacy, and impact on P-12 student learning.
Pre-Service Educator Preparation: Success of Program Completers on Licensure Exam	Proposal provides P-6 Elementary Education program completer data on required state literacy licensure exam (PRAXIS 7812), including the number of completers and their pass rates, but the data indicates inconsistent success on the exam, and/or little to no evidence of how this data is used for program improvements.	Proposal provides P-6 Elementary Education program completer data on required state literacy licensure exam (PRAXIS 7812), including the number of completers and their pass rates, a pattern of somewhat consistent success on the exam, and/or a brief/limited description of how this data is used for program improvements.	Proposal provides P-6 Elementary Education program completer data on required state literacy licensure exam (PRAXIS 7812), including the number of completers and their pass rates, a pattern of consistent success on the exam, and a description of how this data is used for program improvements.
Pre-Service Educator Preparation: Proposed Enhancements	Proposal describes little to no initiatives, approaches, and/or methods to enhance the current P-6 pre-service teacher preparation program that will result in a positive impact on P-12 student learning, and the description may be insufficient and/or the initiatives, approaches, and/or methods may lack innovation	Proposal describes new initiatives, approaches, and/or methods to enhance the current P-6 pre-service teacher preparation program that will result in a positive impact on P-12 student learning, but the description may be vague/unclear and/or the initiatives, approaches, and/or methods may lack innovation	Proposal describes new, multiple, innovative initiatives, approaches, and/or methods to enhance the current P-6 pre-service teacher preparation program that will result in a positive impact on P-12 student learning.
Pre-Service Educator Preparation: Simulations	Proposal presents no plan or the plan for providing simulation experiences for pre-service teachers is lacking and/or inadequate for the meaningful application of the principles and elements of the Science of Reading.	Proposal presents a somewhat clear and feasible plan for providing simulation experiences for pre-service teachers that allow for limited meaningful application of the principles and elements of the Science of Reading.	Proposal presents a clear and feasible plan for providing effective simulation experiences for pre-service teachers that allow for the meaningful application of the principles and elements of the Science of Reading.

In-Service Educator and District Programs/Support: Current Programs	Proposal describes and provides evidence of little to no learning opportunities for in-service educators, including weak, limited, or insufficient evidence of courses aligned with the Science of Reading, practicum experiences that provide for meaningful application of literacy practices, and/or professional development that leads to an impact on P-12 student learning.	Proposal describes and provides evidence of learning opportunities for in-service educators but has limited evidence of courses aligned with the Science of Reading, practicum experiences that provide for meaningful application of literacy practices, and/or professional development that leads to an impact on P-12 student learning.	Proposal describes and provides evidence of strong learning opportunities for in-service educators, including courses aligned with the Science of Reading, practicum experiences that provide for meaningful application of literacy practices, and/or professional development that leads to an impact on P-12 student learning.
In-Service Educator and District Programs/Support: Simulations	Proposal presents no plan or the plan for providing simulation experiences for pre-service and in-service teachers is lacking and/or inadequate for the meaningful application of the principles and elements of the Science of Reading.	Proposal presents a somewhat clear and feasible plan for providing simulation experiences for pre-service and in-service teachers that allow for limited meaningful application of the principles and elements of the Science of Reading.	Proposal presents a clear and feasible plan for providing effective simulation experiences for in-service educators that allow for the meaningful application of the principles and elements of the Science of Reading.
In-Service Educator and District Programs/Support: Coaching	Proposal presents a plan that may lack clarity and/or feasibility for providing virtual and/or on-site coaching in schools for P-12 general education teachers, ESOL teachers, special education teachers, and reading specialists; the plan may lack specificity and/or may only address one or two of the groups (P-12 general education teachers, ESOL teachers, special education teachers, and reading specialists).	Proposal presents a somewhat clear and feasible plan for providing virtual and/or on-site coaching in schools for P-12 general education teachers, ESOL teachers, special education teachers, and reading specialists, but the plan may lack specificity and/or may only address two or three of the groups (P-12 general education teachers, ESOL teachers, special education teachers, and reading specialists).	Proposal presents a strong, clear, and feasible plan for providing virtual and/or on-site coaching in schools for P-12 general education teachers, ESOL teachers, special education teachers, and reading specialists.
In-Service Educator and District Programs/Support: Assessment and Evaluation Services	Proposal presents no plan or a plan that calls for minimal collaboration with and limited serving of district-based reading specialists, literacy coaches, school psychologists, speech pathologists, etc. to address literacy assessment and evaluation needs for P-12 students.	Proposal presents a limited/vague plan for collaboration with and serving district-based reading specialists, literacy coaches, school psychologists, speech pathologists, etc. to address literacy assessment and evaluation needs for P-12 students.	Proposal presents a clear and feasible plan for strong collaboration with and serving district-based reading specialists, literacy coaches, school psychologists, speech pathologists, etc. to address literacy assessment and evaluation needs for P-12 students.
Outreach (Partnerships and Families): Existing Partnerships	Proposal identifies few or no existing partnerships with other universities/colleges, school districts, and/or community partners that may lack evidence of collaboration and co-constructed initiatives/programs and/or there is little to no evidence that these partnerships meaningfully impact/support literacy.	Proposal identifies some existing partnerships with other universities/colleges, school districts, and/or community partners with some evidence of collaboration and co-constructed initiatives/programs and/or these partnerships may only minimally impact/support literacy.	Proposal identifies multiple strong/extensive existing partnerships with other universities/colleges, school districts, and/or community partners with evidence of collaboration and co-constructed initiatives/programs that strongly impact/support literacy.
Outreach (Partnerships and Families): Future Partnerships	Proposed partnerships include limited or no collaborations with additional school districts, regents universities and Washburn, independent colleges, community	Proposed partnerships include collaborations with additional school districts, regents universities and Washburn, independent colleges, community	Proposed partnerships include multiple meaningful collaborations with additional school districts, regents universities and Washburn, independent colleges,

	colleges, community organizations, etc. These collaborations are limited in scope or number. Proposed partnerships may not be realistic and/or they do not demonstrate a potential for making a positive impact on pre-service teachers, in-service educators, families, P-12 students, and the community.	colleges, community organizations, etc., but those collaborations may be limited in scope or number. Proposed partnerships are mostly realistic and demonstrate a potential for making a positive impact on pre-service teachers, in-service educators, families, P-12 students, and the community.	community colleges, community organizations, etc. Proposed partnerships are realistic and demonstrate strong potential for making a positive impact on pre-service teachers, in-service educators, families, P-12 students, and the community.
Outreach (Partnerships and Families): Current and Planned Student/Family Support	Proposal describes current support for students/families and presents a vague or limited plan to provide literacy support to P-12 students with a range of needs throughout the catchment area. Plan does not include high-quality literacy assessment, evaluation, and instructional support services for P-12 students throughout the catchment area.	Proposal describes current support for students/families but presents a mostly clear plan to provide literacy support to P-12 students with a range of needs throughout the catchment area. Plan may not include high-quality literacy assessment, evaluation, and instructional support services for P-12 students throughout the catchment area.	Proposal describes current support for students/families and presents a clear and feasible plan to provide literacy support to P-12 students with a range of needs throughout the catchment area. Plan includes high-quality literacy assessment, evaluation, and instructional support services for P-12 students throughout the catchment area.
Personnel: Personnel Capacity and Qualifications	Proposal provides evidence that the institution has only minimal capacity to support current programs/initiatives; in addition, the proposal provides evidence that the key literacy faculty demonstrate limited knowledge/experience in the field of literacy, such as the Science of Reading, literacy coaching, structured literacy, assessment/evaluation, etc., but that knowledge/experience may lack depth or be inadequate	Proposal provides evidence that the institution has adequate capacity to support current programs/initiatives; in addition, the proposal provides evidence that the key literacy faculty demonstrate knowledge/experience in the field of literacy, such as the Science of Reading, literacy coaching, structured literacy, assessment/evaluation, etc., but that knowledge/experience may lack depth or be limited.	Proposal provides evidence that the institution has strong capacity to support current programs/initiatives; in addition, the proposal provides evidence that the key literacy faculty demonstrate extensive knowledge/experience in the field of literacy, such as the Science of Reading, literacy coaching, structured literacy, assessment/evaluation, etc.
Quality Assurance System: Data Collection and Analysis	Proposal describes a weak or limited system for tracking and analyzing data as well as a weak or limited system for sharing data and making data-driven decisions about program improvement; proposal may or may not include a plan to enhance the systems to include data collection, analysis, sharing, and decision-making related to proposed programs/initiatives, but if included, the plan is vague/general with little to no alignment.	Proposal describes an already established system for tracking and analyzing data as well as a system for sharing data and making data-driven decisions about program improvement; however, this system may lack depth; proposal also includes a plan to enhance the systems to include data collection, analysis, sharing, and decision-making related to proposed programs/initiatives, but the plan may be vague or lack alignment.	Proposal describes an already established and effective system for tracking and analyzing data as well as a robust system for sharing data and making data-driven decisions about program improvement; proposal also includes a plan to enhance the systems to include data collection, analysis, sharing, and decision-making related to proposed programs/initiatives.
Quality Assurance System: Impact Measures	Proposal does not clearly identify how the new programs/initiatives will positively impact educators, students, and families throughout the catchment area; proposal identifies an unclear or incomplete plan or lacks a plan entirely for designing and administering measures to show impact on P-12 literacy outcomes.	Proposal loosely identifies how the new programs/initiatives will positively impact educators, students, and families throughout the catchment area, but the impact may be limited; proposal identifies an unclear or incomplete plan for designing and administering measures to show impact on P-12 literacy outcomes.	Proposal strongly identifies how the new programs/initiatives will positively and significantly impact educators, students, and families throughout the catchment area; proposal identifies a clear plan for designing and administering measures to show impact on P-12 literacy outcomes.