

Proposal Instructions

(updated 07/07)

*See the “Request for Proposals” for the types of projects funded.
See the web page for a list of eligible institutions.*

***Directions:** Use the bold headings Roman numerals I. through XII. 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 for each collaborating institution that is requesting funds. Email the cover page(s) and provide signed hard copies as described in section X I V .

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.

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 AND PRIVATE LEAs must be given the opportunity to participate in planning the project.

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

V. 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 i below, but not necessarily in the order or format 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) Experiences to be included

Clearly describe exactly what the participants will experience during the project. For example, indicate whether participants will participate in workshops (if so, describe the duration and format), in laboratory experiments (describe), in on-line discussion groups (describe), in group projects (describe) and so on.

b) 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 and 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, describe how it will be selected.

c) 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 method(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.*

d) 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 for the project.

e) Steps to ensure transfer to LEA classroom

One of the primary goals of the project should be to facilitate positive change in the LEA classroom. Discuss the specific techniques used to ensure that the LEA classroom is impacted by the project.

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

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.

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

In addition, LEA participants should be able to grow by assessing their own classroom behavior and its impact on students and by modifying their classroom behavior to improve student outcomes.

g) 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 duration of the project. Convince the reviewers that meaningful follow-up will occur throughout the calendar year.

h) Timeline

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

i) Projected impact

Estimate the impact of the project on the LEA participants and on students. Preference will be given to projects that produce lasting effects beyond the duration of the project.

VI. Measurable objectives and assessment

Be specific in the description of assessment techniques (reviewers will favor those proposals in which assessment techniques have already been developed and/or selected). If journals, portfolios, or other similar forms of assessment are used, be sure to indicate how these items will be evaluated and/or scored. Be sure to indicate who will conduct the assessment.

*Note that multiple forms of assessment are always preferred to a single form of assessment. **Self-report, although useful, may not be used to provide the majority of the assessment. Likewise, the majority of data presented in the annual reports must be objective, quantitative data.***

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

i) Content gains

Describe how you will evaluate the LEA participants’ understanding of the subject matter. Be specific.

ii) Process gains

Describe how you will evaluate the LEA participants’ understanding/use of pedagogical techniques relevant to the subject matter. Be specific.

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

Describe how you will 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 agency

Describe how the higher education partners will use their experiences in this project to improve future teacher education. Be specific.

VII. Role of each partner in planning the project

Clearly describe the participation of each partner in planning the project. The majority of planning should occur prior to submission of the proposal. The LEA(s) MUST actively participate throughout the planning phases.

VIII. Distinctive institutional characteristics

Describe the distinctive characteristics that make the proposing institution a particularly good choice for this project. Do not include receipt of awards or acknowledgements; instead, include distinctive practices or outstanding program outcomes. Be sure to include any of the following:

- *Innovative characteristics of the current teacher education program.*
- *Close relationships between liberal arts and the teacher education unit, such that preservice teachers continually experience cutting-edge teaching techniques in all university courses.*
- *Feedback loops that ensure that insights gained from NCLB projects and other experiences with LEA personnel are used to continually modify the teacher education curriculum.*

IX. Qualifications of personnel

Include a summary (no more than 1 page per person) of the qualifications of the primary personnel planning and executing the project.

X. Budget

Complete the budget using forms A and B provided (see web page). If more than one 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 narrative. 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.

XI. 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.***

1. Personnel: Show the salary and wages, title, and time commitment of all persons charged to the project. Explain how salaries are calculated. Consultant fees and expenses must be included in Line 7. Salary for university faculty will be provided only during the summer. Reassigned time may be included in the personnel line only if the funds are used to hire adjunct or temporary faculty.
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.
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.
7. Other: Provide an itemized list of all remaining direct costs not clearly covered by lines 1-5 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: Note: direct costs exclude training stipends. Total line 1 through 7.
9. Total Indirect Costs: The indirect cost rate is 8% to be charged to the project. 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.**

XII. 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.

XIII. 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 XII. Use single spacing with block paragraphs and spaces between paragraphs. **Limit sections III through VIII to eight pages.**

Submit sections I. through XII. 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 emailing the proposal to reviewers.

XIV. Other Required Forms

A hard copy of the cover page and additional required 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 may be found on the web page:

- Federal and State Assurances
- Joint Effort Assurances

XV. 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.