

Kansas Board of Regents

**2003-2004
NO CHILD LEFT BEHIND ACT OF 2001
IMPROVING TEACHER QUALITY GRANTS
TITLE II, PART A, SUB-PART 3
STATE AGENCY FOR HIGHER EDUCATION (SAHE) PARTNERSHIPS
PUBLIC LAW 107-110**

Announcement of RFP

August 27, 2003

Submit Abstract With Project Characteristics

October 31, 2003

Post Announcement of Institutions to Submit Full Application

November 14, 2003

Submission of Full Application

January 23, 2004

Announcement of Award Recipients

Send Forms with Original Signatures

February 13, 2004

Project Period

March 1, 2004 – June 30, 2005

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SECTION A

INTRODUCTION



KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

TELEPHONE – 785-296-3421
FAX – 785-296-0983
www.kansasregents.org

Dear Applicant(s):

You are encouraged to submit an application for a grant from the No Child Left Behind Act of 2001 (NCLB). The NCLB amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support schools' efforts to educate the Nation's students. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student performance. These funds are used to conduct professional development activities in order to ensure **K-8** teachers, paraprofessionals, and principals have subject matter knowledge in **Science** and computer-related technology to enhance instruction.

NCLB - Improving Teacher Quality funds are awarded in Kansas through a competitive grant process open to public and independent institutions of higher education that meet **eligibility requirements**. NCLB - Improving Teacher Quality funds are eligible for partnerships comprised of a minimum of (1) a private or State 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 Local Education Agency.

Please note that the **eligible partnerships** may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

Successful proposers must submit to the Board of Regents an application that conforms with and is responsive to the **Guidelines** (Pages 2-18) included in this document. The guidelines also make provision for multi-year projects and projects that use telecommunications and other forms of distance delivery. Public colleges and universities may include student credit hours generated from NCLB-ITQ projects in their base for state funding.

Requests for additional information about the application process for NCLB - Improving Teacher Quality funds should be directed to Dr. Patricia Altwegg, Associate Director of Technical Education, Kansas Board of Regents, (785) 296-0620.

Invitation to Submit Abstract with Project Characteristics for New Award
No Child Left Behind-Improving Teacher Quality

The Kansas Board of Regents invites institutions of higher education (IHE) to submit electronically **Form 005** of this application for fiscal year (FY) 2004 under the No Child Left Behind Legislation – Improving Teacher Quality State Grants, Title II, Part A, Draft Guidance, December 19, 2002, **by 12 midnight on October 31, 2003, to dlogsdon@ksbor.org.**

The following format shall be used to apply to the Kansas Board of Regents for federal funds.

Abstract:

If we are to ensure that all students in this Nation can succeed academically, America's schools will need to hire and retain high-quality teachers as never before. Every child deserves and needs a highly qualified teacher in every classroom. The focus of the NCLB legislation is to increase the academic achievement of all students by helping high-need schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. See Appendix A for NCLB-ITQ Legislation. **An abstract is a summary of the main ideas of the proposal and should be single-spaced, 12 pitch font with a maximum of 200 words.**

These **Guidelines** include Form 005, pages 4-8 for the Project Abstract for NCLB - Improving Teacher Quality grant proposal. The information requested in the Project Abstract must be submitted electronically prior to the KBOR invitation to submit a full proposal. The abstract summary must describe: (1) the general program proposed, (2) the purpose of the project, (3) how the instructional component of the project will be delivered, and (4) the anticipated impact of the project.

COMPETITIVE PROCESS:

An eligible institution must transmit electronically the Invitation to Submit Abstract with Project Characteristics for the No Child Left Behind-Improving Teacher Quality Grant. After the Abstract has been received a Review Team, consisting of representatives from Kansas higher education institutions, K-12 education, Kansas State Department of Education and industry, will review and make recommendations to the Board of Regents regarding fundable proposals. Institutions will need to check the KBOR website under Academic Affairs, Professional Development, on or before **November 14, 2003**, to see if they are eligible to submit a full application.



**INVITATION TO SUBMIT ABSTRACT WITH
PROJECT CHARACTERISTICS FOR NEW AWARD
NO CHILD LEFT BEHIND – IMPROVING TEACHER QUALITY
TITLE II – HIGHER EDUCATION COMPETITIVE PROPOSAL**

Submit Electronically to dlogsdon@ksbor.org by October 31, 2003

PROJECT TITLE		
PROJECT DIRECTOR	E-MAIL	PHONE
INSTITUTION		
PARTNERSHIP MEMBERS		
<p>In the space below, write a 200-word abstract of your proposal for promotional purposes. DO NOT continue on the back or on additional pages. Single space.</p>		

KBOR Form 005

ABSTRACT CHARACTERISTICS

Project Focus: K-8 Science Teachers/Paraprofessionals/Administrators

No Child Left Behind-ITQ Funds Requested: _____.

Number of Project Participants: _____.

Grade Levels Served: _____ Elementary _____ Middle _____ High School

Project Time Frame: From _____ to _____

Number of Instructional Contact Hours: _____.

Type of Credit: _____ Graduate _____ Undergraduate _____ Other (specify)
(if applicable)

Number of Credit Hours: _____.

Number of Schools Served: _____. Number of School Districts: _____.

Estimated Number of Individuals to Benefit by the Project: _____.

OBJECTIVES OF PROPOSED PROJECT:

PERFORMANCE OUTCOMES (Statement of specific learning outcomes addressed):

PROJECT DELIVERY (Describe media, sites and facilities):

KBOR Form 005

ANTICIPATED IMPACT OF PROJECT (teachers, paraprofessionals, and principals affected by the project):

SUMMARY OF SUBJECT CONTENT

TIMELINE OF PROPOSED PROJECT:

SECTION B
APPLICATION
NARRATIVE

Part I: BACKGROUND INFORMATION

The No Child Left Behind Act of 2001 (NCLB Act), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places a major emphasis upon teacher quality as a factor in improving student achievement. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and emphasis on effective teaching methods based on proven, scientifically-based professional development strategies that have been shown to increase student academic achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of 2005-2006.

Improving Teacher Quality State Grants (authorized in ESEA: Title II, Part A) is a State formula grant program. Under this program, funds are made available to State educational agencies (SEAs), local educational agencies (LEAs), and State agencies for higher education (SAHEs) to support and help shape State and local activities that aim to improve teacher quality and increase the number of highly qualified teachers and principals. The program focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program also gives States and districts flexibility to select the strategies that best meet their particular needs. **The goal is to improve teaching to raise student achievement in the academic subjects.**

Part II: APPLICANT INFORMATION

A. Eligible Participants

Eligibility is limited to partnerships comprised at a minimum of (1) a private or State IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA.

An eligible partnership also may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:

- (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
- (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line (See Appendix C); **and**
- (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
- (ii) for which there is a provisional, or temporary certification or licensing.

B. Eligible Institutions of Higher Education (IHE)

The institutions of higher education that have accredited teacher education programs who form a partnership with a school/college of arts and sciences and a high-need local education agency (LEA) (see appendix C) are eligible to apply for this grant.

The following have accredited teacher preparation programs:

- | | |
|-----------------------------------|---------------------------------|
| Baker University | Mid America Nazarene University |
| Benedictine College | Newman University |
| Bethany College | Ottawa University |
| Bethel College | Pittsburg State University |
| Emporia State University | Saint Mary College |
| Fort Hays State University | Southwestern College |
| Friends University | Sterling College |
| Haskell Indian Nations University | Tabor College |
| Kansas State University | University of Kansas |
| Kansas Wesleyan University | Washburn University |
| McPherson College | Wichita State University |

C. Funding

Approximately \$350,000 is available to be distributed to Kansas’s institutions of higher education (IHEs) for the NCLB - Improving Teacher Quality Professional Development Program in 2004. The same amount or some small increase is anticipated in project years 2004-2005, and 2005-2006. Accordingly, project proposals should prepare budget requests at or about the same amount each year in multiple-year proposals. Funding for Years two and three will be contingent upon congressional appropriations.

The final application must be submitted by January 23, 2004. Awards will be posted on the website by the Kansas Board of Regents on or before February 13, 2004.

KBOR Funded Activities: Partnerships

The purpose of NCLB, Title II, Part A, Improving Teacher Quality State Grants, is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

The primary objective of the NCLB - Improving Teacher Quality program is to be consistent with the priorities and criteria in the December 19, 2002, Kansas State Department of Education Consolidated Plan. KBOR will make awards from **Improving Teacher Quality State Grant** funds to support the following two types of objectives to enhance student achievement in participating high-need LEAs:

Objective One: Professional development activities in core academic subjects to ensure that:

1. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and address state performance standards in subjects linked to the school improvement plans mandated by Quality Performance Accreditation, such as the criteria found in Kansas Curricular Standards.
2. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

Objective Two: Development and provision of assistance to LEAs and to their teachers, highly-qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:

1. Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement.
2. Include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools.
3. Include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

As indicated below, NCLB - Improving Teacher Quality Grants require the institution of higher education to enter into a formal agreement with a local educational agency or agencies. The Board of Regents requires these projects to develop a Joint Effort Document that details the contributions, roles and responsibilities of the school, department or college that prepares teachers and principals and a school, college or department of arts and sciences and a high-need local education agency.

D. Type of Submission

Institutions may request NCLB - Improving Teacher Quality funds for projects falling into either of the following categories:

1. **Institutional Grants**, which involve one 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 local education agency (LEA)(See Joint Effort Document, Form 006, on page 32).
2. **Cooperative Grants**, which include at least one institution of higher education, one or more local educational agencies, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers, and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. (See Partnership Planning Agreement, Form 007, on page 33.)

F. Geographic Distribution

The Kansas Board of Regents will comply with the NCLB-ITQ legislation to ensure that grants are equitably distributed by geographic area within the state.

G. Project Period.

Project applicants may submit proposals of varying durations, depending upon the kinds of projects.

The project may be funded for three years. Award recipients are required to file a project report with a budget summary at the end of each year and a final report with a budget summary at the conclusion of the project. **Continuous funding will be contingent upon congressional funding, completion of the projects described in the application, and submission of required reports in a timely manner.**

Part III: PROPOSAL NARRATIVE

The following format shall be used to apply to the Kansas Board of Regents for funds from the NCLB - Improving Teacher Quality Professional Development Program.

A. Proposal Narrative – A total of 12 double-spaced pages, single sided, with one-inch margins and 12-point font.

- 1. Need for the Project** **20 pts.**
 - Why are you proposing this project?
 - What is the significance of this project?
 - Who will benefit from the results?
 - Evidence of partnership commitments. (Appendix)
 - Evidence of scientifically based research to support the project.

- 2. Quality of Project Design** **25 pts.**
 - How will you conduct the project?
 - When will you conduct the project?
 - Who will provide technical assistance or professional development activities?
 - Course syllabus – if any. (Attachment)
 - Time lines (each year). (Attachment)

- 3. Quality of Project Personnel** **10 pts.**
 - Who will provide leadership/direction?
 - Who will provide technical assistance?
 - Attach vitae.

- 4. Budget Narrative** **10 pts.**
 - Adequacy/appropriateness.

- 5. Quality of the Management Plan** **25 pts.**
 - In determining the quality of the plan for the proposal project, the review team considers the:
 - (i) Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
 - (ii) Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;
 - (iii) Extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

- 6. Evaluation Plan** **10 pts.**
- How will you measure the success of your project? Consideration will be given to the extent to which the methods of evaluation:
 - (i) Are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
 - (ii) Provide for examining the effectiveness of project implementation strategies; and
 - (iii) Include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

100 pts.

Part IV: INSTRUCTIONS FOR NCLB-ITQ PROPOSALS

The following format shall be used to apply to the Kansas Board of Regents for funds from the NCLB - Improving Teacher Quality Professional Development Program.

A. NCLB - Improving Teacher Quality Application Cover Sheet

1. Page 24 of these **Guidelines** is the form to be used for the Cover Sheet for NCLB - Improving Teacher Quality grant proposals.
2. The Cover Sheet must include: institutional information; signature of the Chief Executive Officer(s) and indication whether the proposal is for an institutional or cooperative grant with supporting signatures.

B. Partnership Agreement Process

1. Board of Regents **Guidelines** require that all proposals include evidence of collaborative project planning and development between institutions of higher education and local educational agencies.
2. Page 34 of these **Guidelines** is the form for the Joint Effort Document. Other formats are acceptable as appropriate to a project's particular configuration. However, all Joint Effort Documents must establish the roles and responsibilities of each participating institution of higher education and local school district(s).
3. In order to receive NCLB - Improving Teacher Quality funds, the institution of higher education is required to enter into an Agreement with a local educational agency, or consortium of such agencies, to provide professional development activities for the elementary and secondary school teachers in the public and private schools of the district of each such agency. See Form 007, Partnership Planning Agreement, page 35.

Part V. PROJECT PLAN AND PROPOSAL EVALUATION CRITERIA

- A. The project narrative may not exceed twelve (12) numbered, double-spaced pages and must follow the outline below. Proposals must use a 12-pitch font.** Proposals that do not meet the minimal guidelines cannot be supported with NCLB - Improving Teacher Quality funds. Institutions are urged to prepare proposals that are responsive to the following criteria.

1. **The proposal must provide an academic plan to improve the skills of teachers, paraprofessionals and principals in K-8 Science subject area.** The proposed program **must** include a clearly stated academic plan to **address the overall purpose.** The academic plan should include discussion of the content of the project, the instructional formats and objectives, and the staffing to deliver the instruction. Where applicable, the academic plan should provide evidence of joint effort of the institution's school or department of education and the schools or departments of arts and sciences in the core academic disciplines in which such professional development will be provided.
2. **The proposal must provide evidence of collaborative planning and development of the project by the participating higher education institutions and local educational agencies.** Proposals should provide evidence of cooperative planning for the project between the higher education institution(s) and the local educational agency or agencies. Proposals **must** include a Partnership Planning Agreement and a Joint Effort Document that identifies the contributions, roles and responsibilities of each participating institution and agency.

3. **The proposal must provide an institutional support plan to ensure that the project will fulfill its objectives.** The institutional support plan should include discussion of (a) the responsibilities and qualifications of the project's leadership, (b) the facilities and equipment to deliver the program, (c) the instructional resources (clerical, audio-visual, library, distance learning) to ensure effective program delivery, and (d) timelines for the project's significant milestones.
4. **The proposal must provide an assessment plan that measures the effectiveness of the program.** The proposal must include a methodology to demonstrate the impact of the project. Formative assessment plans should include a means for monitoring the progress of the project and making program modifications as necessary. Summative assessment plans may include attitudinal ratings by project participants. However, successful proposals will include assessment strategies to address teaching skills and other performance outcomes that are clearly linked to the academic plan.
5. **The proposal must provide a budget summary and narrative that adequately support the objectives of the program and demonstrate sufficient institutional commitment to the project.** The project budget should be appropriate to the overall plan and conform to the budget guidelines described below. The budget summary and narrative need not be counted as part of the 12 pages of the proposal.

Part VI. PROJECT BUDGET

- A. Overhead expenses may not exceed eight percent (8%) of the award.
- B. Facility remodeling and construction are prohibited. Funding for the purchase of equipment must clearly demonstrate the relationship of the equipment to the school improvement plans of the local educational agencies, the academic plan of the project, and the collaboration of the university(ies) and local educational agencies.
- C. Cooperative arrangements should clearly specify which organization is responsible for particular services and funding. Use budget Forms 002-004.
- D. The project budget must show funding from all sources, including contributed support, related to the objectives of the grant proposal. Matching funds (in-kind or cash contributions) are not required but highly recommended.
- E. NCLB - Improving Teacher Quality funds are intended to supplement, not supplant, other funding; therefore, proposals requesting funding for courses offered regularly or contained within an institution's curriculum will have low priority.

- F. Institutions receiving NCLB - Improving Teacher Quality funds for faculty salaries and/or student tuition **may** include student credit hours generated for state funding.
- G. Grant recipients shall obtain prior approval from the Board of Regents office for significant changes in the scope, objectives or budgets of approved projects.
- H. Any unspent NCLB - Improving Teacher Quality funds shall be returned to the Board of Regents office within 30 days of the conclusion of the project.
- I. Proposals for multiyear projects that contribute to educational reform in the K-8 Science and technology are encouraged. Excluded from this category are requests for projects that are replicated over several years.
 1. Proposals for multiyear projects should take into account that NCLB - Improving Teacher Quality awards are not made in lump sum amounts. Contact Elaine Hillis, Fiscal Administrator, ehillis@ksbor.org for questions related to disbursement of funds and other federal regulations.
 2. The Board of Regents will consider requests for funds that supplement the initial award in subsequent years of these projects. Supplemental awards are partially dependent upon (a) the availability of funds, (b) the priority of the project and (c) evidence that the program is making reasonable progress.
 3. Multiyear proposals should provide a budget summary for each year of the project. **The Board will require annual expenditure and project summary reports. The year-end reports for this RFP will be due in the Board Office by July 15, 2005.**

Part VII: ASSURANCES AND CONTRACTUAL PROVISIONS

- A. An institutional representative with appropriate endorsement authority must sign and date the Statement of Assurances and Contractual Provisions located on Pages 34-36 of these **Guidelines**.

Part VIII: APPENDICES

- A. A limited amount of supporting material may be appended to the grant application. However, reviewers consider that the proposal narrative should stand on its own and are not obliged to consider the appended material in the review process.

SECTION C

TRANSMITTAL INSTRUCTIONS & CHECKLIST

Part IX: COMPETITION PROCESS

The abstract for NCLB - Improving Teacher Quality funds needs to be submitted electronically to the Board of Regents office no later than midnight on October 31, 2003. All proposals will be reviewed by the Advisory Committee, which makes recommendations to the Board of Regents regarding NCLB - Improving Teacher Quality funds. The review occurs through a review panel comprised of representatives from Kansas higher educational institutions, K-12 education, and industry. This review committee is responsible for assigning priority to fundable proposals. NCLB - Improving Teacher Quality awards are based upon the review and available NCLB - Improving Teacher Quality funds.

TIMETABLE FOR DISTRIBUTION OF 2003-2004 NCLB - IMPROVING TEACHER QUALITY FUNDS

- | | | |
|-----------|---|--------------------------|
| A. | Distribution of Request for Proposals on KBOR website | August 27, 2003 |
| B. | Submit Abstract (Form 005, pages 4-8)
(Electronically submitted by midnight) | October 31, 2003 |
| C. | Posting of Institutions Eligible to Submit Full Applications | November 14, 2003 |
| D. | Submit Full Application (RFP)
(Electronically submitted by midnight) | January 23, 2004 |
| E. | Submit Forms with Original Signatures
Forms must be postmarked | January 23, 2004 |
| F. | Announcement of Award Recipients | February 13, 2004 |

A. DUE PROCESS FOR DISAPPROVED APPLICATIONS

The Kansas Board of Regents will implement the following procedures for granting due process, including notification and a hearing, upon request, to an organization or institution of higher education whose application is disapproved:

1. In the event that an application of an organization or institution of higher education is not selected for funding support, the applicant will be notified in writing of its disapproval.
2. Along with the notification of disapproval, the applicant will be informed in writing that an explanation regarding the disapproved application can be obtained from the Kansas Board of Regents.
3. If the applicant is not satisfied with the decision, the applicant may request a hearing by a review panel consisting of three people appointed by the Kansas Board of Regents to ascertain that the review process was fair and impartial. Such request must be made in writing and received in the Board of Regents office within ten (10) days of notification of disapproval.
4. The decision of the review panel will be final and no further administrative appeal is available.

APPLICATION CHECKLIST

Does your application include each of the following?

- Cover sheet KBOR Form 001
- Table of Contents
- Budget KBOR Forms 002-004
- Budget Narrative
- Proposal Narrative
- 1. Need for the Project
- 2. Quality of Project Design
- 3. Quality of Project Personnel
- 4. Budget Summary
- 5. Quality of the Management Plan
- 6. Evaluation Plan
- Joint-Effort Document KBOR Form 006
- Partnership Planning Agreement KBOR Form 007
- Assurances KBOR Form 008 and Federal Form
- Contractual Provisions KBOR Form 009
- Letters of Support

Did you:

- Include a Table of Contents?
- Include all required forms with original signatures and dates?
- Adhere to the page limits?
- Consecutively number all pages in your application package?

SECTION D
FORMS AND
INSTRUCTIONS

Application for No Child Left Behind-Improving Teacher Quality Grant



Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Applicant Information

- Name and Address of Proposing Institution
 Legal Name: _____
 Address _____

 City _____ State _____ County _____ ZIP Code + 4 _____
- Descriptive Title of Applicant's Project:

- Project Director: _____
 Address: _____

 City _____ State _____ Zip code + 4 _____
 Tel. #: () _____ - _____ Fax #: () _____ - _____
 E-Mail Address: _____
- Proposed Project Dates: 03 /01 /04
 Start Date
 06 / 30 / 05
 End Date
- Estimated Number of Persons to Receive Direct Program Services:
 Teachers _____ Paraprofessionals _____ Principals _____

Eligible Partnership Information

- | | |
|--|---------|
| _____ | _____ |
| Name of Partnering High-Need Local Education Agency | Address |
| _____ | _____ |
| Signature of Superintendent
Partnering Local Education Agency | Date |
| _____ | _____ |
| Name of Cooperating IHE/Agency | Address |
| _____ | _____ |
| Signature of President
Cooperating IHE/Agency | Date |
| _____ | _____ |
| Signature of Vice President/Provost of Academic Affairs
Proposing Institution | Date |
| _____ | _____ |

6. Type of Submission: Institutional Grant _____ Cooperative Grant _____

Estimated Funding

	Year One
7 a. Federal	\$ _____ .00
b. Applicant	\$ _____ .00
c. LEA	\$ _____ .00
d. Other Agency	\$ _____ .00
e. TOTAL	\$ _____ .00

Authorized Representative Information

- To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.
 - Authorized Representative (*Please type or print name clearly.*)

 - Title: _____
 - Tel. #: () _____ - _____ Fax #: () _____ - _____
 - E-Mail Address: _____
 - Signature of Authorized Representative

Instructions for KBOR-CTE Form 001

1. **Legal name and Address.** Enter the legal name of the applicant and the name of the primary organizational unit, which will undertake the assistance activity.
2. **Project Title.** Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet.
3. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
4. **Proposed Project Dates.** Please enter the month, day, and four (4) digit year (e.g., 12/12/2001).
5. **Estimated Number of Persons to Receive Direct Program Services:** Show the estimated number of participants in each category.
6. **Type of Submission.**
 - Institutional Grant.**

(A) shall include —

 - (i) a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals;
 - (ii) a school of arts and sciences; and
 - (iii) a high-need local educational agency; and
 - Cooperative Grant.**

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre kindergarten program, a teacher organization, a principal organization, or a business.
7. **Estimated Funding.** Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate **only** the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 7.
8. **Certification.** To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in item 8e, please enter the month, day, and four (4) digit year (e.g., 12/12/2001) in the date signed field.



KANSAS BOARD OF REGENTS

BUDGET SUMMARY

Section A: Federal Funds

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. All amounts in whole dollars.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)(est.)	Project Year 3 (c)(est.)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs (8% of Subtotal)				
10. Training Stipends				
11. Total Costs (lines 8-10)				



KANSAS BOARD OF REGENTS BUDGET SUMMARY

Section B: Proposing Institution Matching Resources (In-Kind or Cash Contributions)

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. All amounts in whole dollars.
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Budget Categories	Project Year 1 (a)	Project Year 2 (b)(est.)	Project Year 3 (c)(est.)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs (8% of Subtotal)				
10. Training Stipends				
11. Total Costs (lines 8-10)				



KANSAS BOARD OF REGENTS BUDGET SUMMARY

Section C: Cooperating Agency/Institution Matching Resources (In-Kind or Cash Contributions)

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. All amounts in whole dollars.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)(est.)	Project Year 3 (c)(est.)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs				
10. Training Stipends				
11. Total Costs (lines 8-10)				

Instructions for KBOR-CTE Form 002 (Section A)

General Instructions

This form is used to apply for the No Child Left Behind-Improving Teacher Quality Grant Program. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program-specific instructions, if attached.

Section A, Budget Summary

All applicants must complete section A and provide a complete breakdown by the applicable budget categories shown in lines 1-10.

Lines 1-10 columns (a) – (c): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Years 2 and 3 are estimates; updated budgets will be submitted as part of the continuation application.

Lines 1-10 column (d): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 11 columns (a) – (c): Show the total budget request for each project year for which funding is requested.

Line 11 column (d): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Instructions for KBOR-CTE Form 003 (Section B)

Match is not required; however, commitment and support from each entity in the partnership is important. The match should be shown for each applicable budget category on lines 1-10 of Section B.

Lines 1-10, columns (a) – (c): For each project year for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-10, column (d): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 11, columns (a) – (c): Show the total matching or other contribution for each project year.

Line 11, column (d): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Instructions for KBOR-CTE Form 004 (Section C)

1. Provide an itemized budget breakdown, by project year, for each budget category listed in Sections A and B.
2. Enter the indirect rate of 8% that will be in effect during the funding period. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.
3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. provide other explanations or comments you deem necessary.

Instructions for Budget Detail/Narrative

Attach separate sheets to fully explain and justify the following budget categories in support of the FEDERAL funding request. (Section A) and Matching Resources (Section B). Include sufficient detail to facilitate determination as to allowability, relevance to the project, and cost benefits.

1. Personnel: Show the salary and wages, title, and time commitment of all persons charged to the project. Consultant fees and expenses must be included in Line 7.
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: Itemize the amount requested for travel of employees only. Travel of consultants, trainees, etc. should not go on this line.
4. Equipment: List nonexpendable personal 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: Included the cost of consumable supplies and materials to be used in the project. These should be items that cost less than \$5000 per unit and a useful life of less than two years.
6. Contractual: Show all amounts for each of the following: (1) procurement contracts (except those which belong on other lines such as supplies and equipment listed above) and (2) grant payments to secondary recipient organizations such as delegate agencies, affiliates, cooperating institutions, political subdivisions, etc. Indicate the name of the agency, organization, or individual that is expected to receive each proposed contract. This should be supported in Part III – Program Narrative.

Note: Whenever the applicant intends to delegate part or all of the program to another agency, the applicant must submit, if available, a copy of the proposed contract or grant payment and any other supporting documentation detailing the activity and required budget of each delegate agency. If the proposed contract or grant payment has not yet been advertised and/or negotiated, the applicant should provide any basis available that was used in developing the proposed contract/grant payment costs. Delegate agencies are not required to submit separate budget information for their portion of the total contractual budget. The total cost of all such agencies will be part of the amount shown on Line 6.

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.

8. Total Direct Costs: Total line 1 through 7.
9. Total Indirect Costs: 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.

The indirect cost rate is 8% to be charged to the project. If no indirect costs are requested, enter "none."

10. Training Stipends:
11. Total Project Costs: Total lines 8 through 10.

In addition, provide an itemized list of the sources of all in-kind or cash contributions which ties to the amounts reflected in Section B.

Kansas NO CHILD LEFT BEHIND-IMPROVING TEACHER QUALITY
Professional Development Program
Joint-Effort Document

The proposal must reflect a joint effort between a department or school or college of education, a department or school or college of arts and sciences and a high-need local education agency (LEA). This new federal requirement is intended to ensure that No Child Left Behind Program activities integrate needed teaching skills with substantive content knowledge.

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following:

- Each unit is made aware of the proposal and given an opportunity to provide comments.
- Each unit participates in the planning of the project.
- Instructional staff members are drawn from each unit.
- Each unit plays a role in the evaluation of the project.

Statement of Joint Effort:

This institution hereby provides assurances that this proposal reflects a joint effort and commitment between a department or school or college of education, a department or school or college of arts and sciences and a high-need local education agency (LEA).

Representative of School/Department/College of Education:

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

Representative of School/Department of Arts and Sciences

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

Representative of High-Need Local Education Agency (LEA)

Signature: _____ Printed Name: _____

Title: _____ Date: _____

Department: _____

KBOR Form 006

SECTION D: PARTNERSHIP PLANNING AGREEMENT

<p>TITLE II IMPROVING TEACHER QUALITY STATE HIGHER EDUCATION PARTNERSHIP GRANTS</p>	
<p>The _____ School District cooperated in the planning of the Title II Higher Education Grant Proposal entitled _____ submitted by _____ (Institution of Higher Education) and agrees to the following:</p>	
<p>1. The proposed professional development project reflects needs of teachers, paraprofessionals and principals as determined jointly by the school district and the college or university.</p>	
<p>2. The school district will work with the project personnel in developing the training plan and will cooperate in coordinating professional development activities.</p>	
<p>Signature of District Superintendent or Principal</p>	<p>Date</p>
<p>Signature of President of Proposing Institution</p>	<p>Date</p>

ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body; authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in program or activities receiving Federal financial assistance.
7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of The EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973. P.L. 93-234, 87 Stat. 975, approved December 31, 1976. section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 459a-1 *et seq.*) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse affects upon such properties.GPO 310-091

Signature of Applicant

(date)

LOCAL ASSURANCES

We, as an eligible recipient for funds under the No Child Left Behind Act of 2001, hereby grant the following assurances:

- *To administer each program, service, or activity covered in this application in accordance with all applicable statutes and regulations governing the No Child Left Behind Act of 2001, and*
- *To be in compliance with Executive Order 11246; Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.*

We will not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided.

_____, assures the Kansas Board of Regents its

Name of Institution

Intent to comply with these Assurances as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances.

Original Signature of Authorized Administrator

Title

Date

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to, or incorporated in, all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual provisions Attachment (Form DA – 146A, Rev. 6-96), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being made the 1st day of July, 2003.

1. TERMS HEREIN CONTROLLING PROVISIONS

It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated.

2. AGREEMENT WITH KANSAS LAW

All contractual agreements shall be subject to, governed by, and construed according to the laws of the State of Kansas.

3. TERMINATION DUE TO LACK OF FUNDING APPROPRIATION

If, in the judgment of the Director of Accounts and reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

4. DISCLAIMER OF LIABILITY

Neither the State of Kansas nor any agency thereof shall hold harmless or indemnify any contractor beyond that liability incurred under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).

5. ANTI-DISCRIMINATION CLAUSE

The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the American With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 4401031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be canceled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be canceled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

Parties to this contract understand that the provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting state agency cumulatively total \$5,000 or less during the fiscal year of such agency.

6. ACCEPTANCE OF CONTRACT

This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

7. ARBITRATION, DAMAGES, WARRANTIES

Notwithstanding any language to the contrary, no interpretation shall be allowed to find the State or any agency thereof has agreed to binding arbitration, or the payment of damages or penalties upon the occurrence of a contingency. Further, the State of Kansas shall not agree to pay attorney fees and late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect which attempts to exclude, modify, disclaim or otherwise attempt to limit implied warranties of merchantability and fitness for a particular purpose.

8. REPRESENTATIVE'S AUTHORITY TO CONTRACT

By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute contract on behalf of the contractor and that the contract agrees to be bound by the provisions thereof.

9. RESPONSIBILITY FOR TAXES

The State of Kansas shall not be responsible for, not indemnify and contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

10. INSURANCE

The State of Kansas shall not be required to purchase any insurance against loss or damage to any personal property to which this contract relates, nor shall this contract require the State to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the vendor or lessor shall bear the risk of any loss or damage to any personal property in which vendor or lessor holds title.

11. INFORMATION

No provision of this contract shall be construed as limiting the Legislative division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.

SECTION E

APPENDICES

Appendix A

PUBLIC LAW 107-110-JANUARY 8, 2002

SEC. 2131. DEFINITIONS.

In this subpart:

(A) ELIGIBLE PARTNERSHIP- The term “eligible partnership” means an entity that —

(1) shall include —

(a) a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals;

(b) a school of arts and sciences; and

(c) a high-need local educational agency; and

(2) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre kindergarten program, a teacher organization, a principal organization, or a business.

(B) LOW-PERFORMING SCHOOL- The term “low-performing school” means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(A) IN GENERAL- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(B) DISTRIBUTION- The State agency for higher education shall ensure that —

(1) such sub grants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the sub grants.

(C) SPECIAL RULE- No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a sub grant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(A) IN GENERAL- An eligible partnership that receives a sub grant under section 2132 shall use the sub grant funds for —

(1) professional development activities in core academic subjects to ensure that

—
(a) teachers and highly qualified paraprofessionals, and, if appropriate,

principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and

(b) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

(2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that —

(a) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;

(b) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and

(c) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(B) COORDINATION- An eligible partnership that receives a sub grant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203

APPENDIX B

DEFINITIONS

ARTS AND SCIENCES:

When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].

CHARTER SCHOOL:

The term “charter school,” means a public school that:

- A) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- B) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- C) Operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- D) Provides a program of elementary or secondary education, or both;
- E) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- F) Does not charge tuition;
- G) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
- H) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- I) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- J) Meets all applicable Federal, State, and local health and safety requirements;
- K) Operates in accordance with State law; and
- L) Has a written performance contract with the authorized public chartering agency in the

State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school [Title II, Part A, section 5210(1)].

CORE ACADEMIC SUBJECTS:

The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Part A, section 9101(1)].

ELIGIBLE PARTNERSHIP:

This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [Title II, Part a, section 2131].

HIGH-NEED LEA:

An LEA that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Title II, Part A, section 2102(3)].

HIGHLY QUALIFIED PARAPROFESSIONAL:

A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [Title II, Part A, section 2102(4)].

HIGHLY QUALIFIED TEACHER:

- A. When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
- The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State’s public charter school law (*see entry below for the definition of a highly qualified charter school teacher*); and
 - The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- B. When the term “highly qualified teacher” is used with respect to:

1. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
 - Holds at least a bachelor’s degree; and
 - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum);or
 2. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor’s degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches);or
 - Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- C. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor’s degree, and:
- Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
 - Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
 - a. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - b. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principal, and school administrators;
 - c. Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - d. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - e. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - f. Is made available to the public upon request; and
 - g. May involve multiple, objective measures of teacher competency [*Title IX, Part A, section 9101(23)*].

HIGHLY QUALIFIED CHARTER SCHOOL TEACHER:

Charter schoolteachers who teach core academic subjects must comply with any provision in a State's charter school law regarding certification or licensure requirements. A teacher in a charter school does not have to be licensed or certified by the State if the State does not require such licensure or certification. However, teachers of core academic subjects in charter schools must meet the other requirements that apply to public school teachers, including holding a four-year college degree and demonstrating competence in the subject area in which they teach. (See definition above for information on how teachers can demonstrate subject area competence.)

HIGHLY QUALIFIED VOCATIONAL EDUCATION TEACHER:

Only vocational education teachers who teach core academic courses are required to meet the definition of a highly qualified teacher. The term "core academic subjects" is defined in ESEA as "English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography."

For example, a vocational teacher who teaches a course in Applied Physics for which students receive a science credit must hold a 4-year degree, be licensed or certified by the State, and demonstrate subject matter competence in order to be considered highly qualified.

Although a vocational teacher teaches the course, it is counted as a science credit; therefore, it is considered a core academic requirement and the teacher must meet the definition of a highly qualified teacher.

HIGH QUALITY PROFESSIONAL DEVELOPMENT:

See the definition for "professional development."

LOW-PERFORMING SCHOOL:

The term "low-performing school" means an elementary school or secondary school that is identified under section 1116 of ESEA.

OUT-OF-FIELD TEACHER:

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [*Title II, Part A, section 2102(5)*].

PARAPROFESSIONAL:

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

PRINCIPAL:

The term "principal" includes an assistant principal [*Title II, Part A, section 2102(6)*].

PROFESSIONAL DEVELOPMENT:

The term "professional development:"

1. Includes activities that:

Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

Are an integral part of broad school wide and district wide educational improvement plans;

Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

Improve classroom management skills;

Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;

Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

Advance teacher understanding of effective instructional strategies that are:

Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and

Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

Are aligned with and directly related to:

State academic content standards, student academic achievement standards, and assessments; and

The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];

Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

Provide instruction in methods of teaching children with special needs;

Include instruction in the use of data and assessments to inform and instruct classroom practice; and

Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

2. May include activities that:

Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [*Title IX, Part A, section 9101(34)*].

PUPIL SERVICES PERSONNEL; PUPIL SERVICES:

The term “pupil services personnel” means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs. The term “pupil services” means the services provided by pupil services personnel. [*Section 9101(36)*]

SCIENTIFICALLY BASED RESEARCH:

The term “scientifically based research:”

1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

2. Includes research that--

Employs systematic, empirical methods that draw on observation or experiment;

Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [*Title IX, Part A, section 9101(37)*].

Appendix C

KANSAS FY 2004 TITLE I ALLOCATIONS

List provided by KSDE

School District No.	School Name	% Poverty
234	FORT SCOTT	20.82
235	UNIONTOWN	20.99
242	WESKAN	34.86
246	NORTHEAST	22.27
248	GIRARD	20.95
250	PITTSBURG	24.12
255	SOUTH BARBER	31.72
257	IOLA	23.71
271	STOCKTON	21.40
282	WEST ELK	23.77
283	ELK VALLEY	27.91
285	CEDAR VALE	27.73
288	CENTRAL HEIGHTS	21.57
292	WHEATLAND	24.60
295	PRAIRIE HEIGHTS	24.10
301	NES TRE LA GO	26.67
302	SMOKY HILL	25.19
308	HUTCHINSON	22.66
310	FAIRFIELD	20.37
324	EASTERN HEIGHTS	25.00
326	LOGAN	20.28
331	KINGMAN	21.68
334	SOUTHERN CLOUD	22.56
344	PLEASANTON	28.26
349	STAFFORD	25.63
367	OSAWATOMIE	20.37
380	VERMILLION	26.21
386	MADISON VIRGIL	20.70
390	HAMILTON	28.32
401	CHASE	27.09
412	HOXIE COMMUNITY	23.90
413	CHANUTE	21.35
428	GREAT BEND	20.98
430	SOUTH BROWN COUNTY	22.66
431	HOISINGTON	26.48
438	SKYLINE	21.58
447	CHERRYVALE	28.15
453	LEAVENWORTH	21.02
456	MARAIS DES CYGNES VALLEY	20.56
467	LEOTI	20.70
471	DEXTER	21.43
475	GEARY COUNTY	22.19
476	COPELAND	21.08

480	LIBERAL	20.70
484	FREDONIA	21.04
486	ELWOOD	25.46
488	AXTELL	20.47
493	COLUMBUS	21.22
494	SYRACUSE	22.14
499	GALENA	32.96
500	KANSAS CITY	28.28
501	TOPEKA	23.38
502	LEWIS	24.86
503	PARSONS	21.22
504	OSWEGO	22.17
505	CHETOPA	29.86
508	BAXTER SPRINGS	21.75

SECTION F

OTHER

ACKNOWLEDGEMENT OF RECEIPT OF ABSTRACT AND GRANT APPLICATION

If you fail to receive the notification of your abstract or full application receipt within fifteen (15) days of the closing date call:

Kansas Board of Regents
Career and Technical Education Office
(785) 296-4647

Applicants for grants from the Kansas Board of Regents have to compete for limited funds.

Deadlines assure all applicants will be treated fairly and equally, without last minute haste.

For these reasons, KBOR must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant
will be rejected without any consideration whatever.

The instructions in the guidelines must be followed exactly.

Questions regarding submission of applications may be addressed to:

Kansas Board of Regents
Career and Technical Education Office
(785) 296-0620

Grant Administration Regulations

Notice to all applicants: Every institution awarded NCLB funds is required to sign a contract. This contract obligates the project directors and their institutions or organizations to follow program administration regulations. In all future competitions, a proposal may be screened out prior to the review process if the applicant previously received NCLB funds and failed to follow the administrative regulations of the program in an effective manner.

A. Accounting and Auditing Procedures

When two or more eligible institutions/organizations collaborate on a proposal, only one may be designated as the custodian of the grant funds. The custodian institution/organization is responsible for:

1. Administering the NCLB grant, including continuation grants, through a separate account;
2. Assuming full responsibility for any cost overruns;
3. Ensuring that its auditing and accounting procedures comply with State regulations;
4. Sending to KBOR a copy of the complete audit report and any findings for each fiscal year in which grant monies are expended; and
5. Complying with all provisions of the Certificate of Assurances submitted with the proposal.

B. Requesting Funds

The award contract will state a start-date and an end-date for the project. Expenditures incurred outside those dates will not be reimbursed. Any request for a change in start- or end-date must be submitted in advance in writing.

The final budget request must be received at the KBOR office within thirty days of the project end-date. The final 10% of project funds will not be released until all reporting requirements have been met.

C. Re-Allocating Funds in the Budget

Any changes in the personnel budget must be submitted to the KBOR in advance and in writing. However, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution if the amount of funds involved is less than 10% of the total NCLB budget for the project. (10% is the sum of total requests.) All such changes must be tracked and documented in writing to the KBOR prior to the final funds request for the project.

D. Reporting Requirements

1. Program Compliance Audit Checklist

This form must be submitted by the authorized officer of the institution or NPO with the final budget request

2. Performance Reports

This reporting form, which includes data on all participants in project activities between the initiation of the project (**March 1, 2004 – June 30, 2005**) is to be submitted no later than July 15, 2005. The appropriate forms are located at the KBOR website. Year-end expenditure reports and the final performance report will be due fifteen days after the end of the project period. Contact Elaine Hillis, Fiscal Administrator, for forms, ehillis@ksbor.org.

3. Final Report

This narrative report – typically five to ten pages, plus attachments – helps document the effectiveness of KBOR’s higher education program.

E. Grant Personnel

The KBOR must be notified of changes in personnel. It is the responsibility of the recipient institution to notify the KBOR of changes in personnel, particularly at the project director and co-director levels.

F. Site Visits

During the time period covered by this award, a site visit from the NCLB Coordinator or another KBOR representative may be expected.

G. Copyrights and Patents

Copyrights, patents, and other proprietary interests resulting from grant activities are governed by applicable federal regulations and local institutional policies.